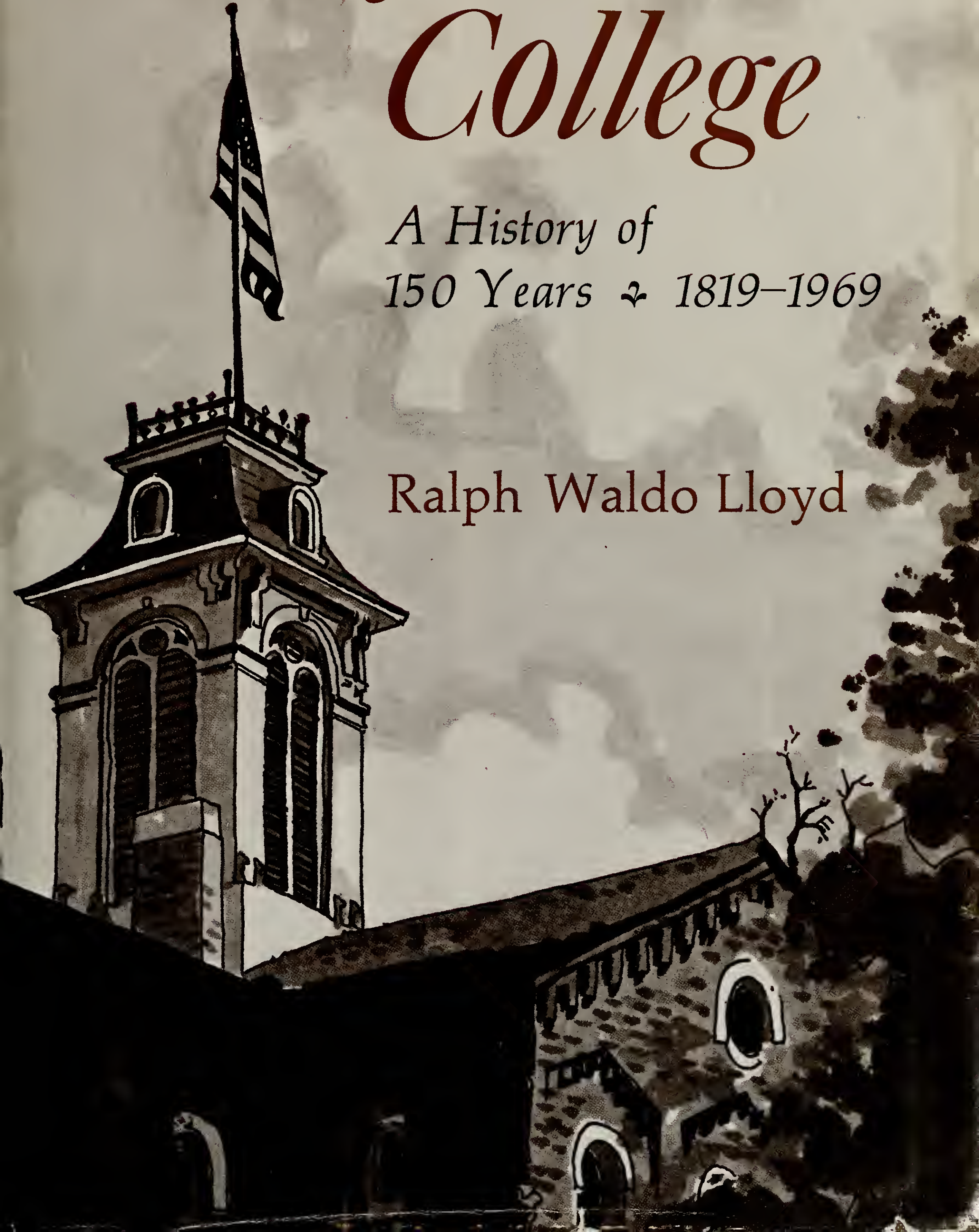
Maryville College

A History of 150 Years ❦ 1819–1969

Ralph Waldo Lloyd



$4.95

Maryville College

A History of 150 Years
1819–1969

> "This volume opened with the story of two American young men of the southwestern frontier 150 years ago, returning home on horseback from a two-months-long, 1400-mile journey—to found a school which became Maryville College. As this final chapter is written, three other American young men have just returned from a six-day, 600,000-mile flight around the moon nearly a quarter of a million miles away. . . . These two journeys mark the boundaries of Maryville College history."

In these words the author of this book, in his closing chapter, points up the revolutionary changes in thought and achievement during the 150-year history of Maryville College. Founded on one of the early American frontiers, the College in its lifetime has seen the United States expanded and developed from the Appalachian Mountains to the Pacific Ocean, and its population multiplied from nine million to two hundred million.

Less than three percent of the colleges and universities in the United States are as old as 150 years, and few, if any other, have had only seven presidents. The sixth of these presidents, whose service of

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MARYVILLE COLLEGE ❧ 1819–1969

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MARYVILLE COLLEGE *A History of 150 Years* ❦ *1819-1969*

by Ralph Waldo Lloyd
President Emeritus

The MARYVILLE COLLEGE PRESS
Maryville, Tennessee : 1969

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Maryville, Tennessee
Library of Congress Catalog Card number 77–85320

Printed in the United States of America
By Kingsport Press, Inc., Kingsport, Tennessee

Dedicated to
The Hundreds of Devoted Men and Women
Who Have Served at Maryville College
As Teachers, Officers, and Staff

The Centennial Class (1919) cooperated
in financing the publication of this volume

Preface

When Maryville College celebrated its Centennial, President Samuel Tyndale Wilson wrote a history of the institution to that time, which was published in a 265-page volume with the title *A Century of Maryville College, A Story of Altruism.* A decade and a half later, in 1935, it was republished, with six additional chapters written by Dr. Wilson after his retirement. On the title page the enlarged edition is called *Chronicles of Maryville College, A Story of Altruism,* with the cover bearing this title: *A Century of Maryville College and Second Century Beginnings.* At the present time copies of the 1935 edition are still available at the College.

Although only a third of a century has passed since Dr. Wilson wrote his additional chapters, the Directors and President decided that the nature of events within that period and the importance of the 150th anniversary called for a new historical account covering not merely the period since 1935, but the entire history of the College. Perhaps they were thinking of Santayana's familiar warning, "Those who cannot remember the past are condemned to repeat it."

Thereupon, they requested the writer to undertake this task. His relationship to Maryville College began when he entered the preparatory department as a first-year student in the fall of 1907. As student, alumus, president, and president emeritus, that relationship covers sixty-two years, of which thirty-one were spent as the sixth President.

It may well be asked whether one deeply involved in the policy-making and administration of an institution for thirty-one years can see and tell the institution's story objectively. Does he not inescapably write as though the volume were a biography of an esteemed friend, and unconsciously avoid whatever would detract from a favorable image? For some time past there have been historians who considered it a hallmark of realistic scholarship to stress weakness and error. On the basis of freedom of inquiry and of speech, writers of history sometimes yield to the temptation of appeal to primitive human interest. The present writer has deliberately given larger, although not exclusive, place to constructive service and positive characteristics, rather than to negative qualities or to mistakes made by Maryville's leaders (of which there have been not a few, some by the writer himself). However, he has made a sincere effort to be objective, even though positive.

Th plan of the book is basically topical, with each "topic" presented chronologically, except the opening chapter entitled "The 150-Year Story—A Digest." Much of the material is factual, and there are a good many dates and statistics not readily available. It is hoped they will be useful as part of the total story.

Many individuals have contributed to the production of this volume. The author is deeply grateful to a number of officers, faculty, and staff at the College who read parts or all of the manuscript; and especially to Dean Emeritus Frank D. McClelland who, as Assistant to the President, not only read the manuscript, but assumed much of the responsibility of collecting the pictures and of seeing the volume through the press. President Joseph J. Copeland, Chairman of the Board Joe C. Gamble, Recorder of the Board Edwin J. Best, and others have greatly assisted with cooperation and encouragement.

RALPH WALDO LLOYD

Bradenton, Florida
January 1, 1969

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MARYVILLE COLLEGE ❧ 1819–1969

Chapter 1 The 150-Year Story—A Digest

On the Frontier: 1819–1861

Two Men on Horseback

IT WAS early summer, 1819. Two men on horseback were traveling the primitive road through the western valleys and mountains of Virginia toward the southwest. They were tall, rugged, relatively young, obviously accustomed to the saddle, marked by their speech as men of education and refinement.

Rev. Isaac Anderson, aged 39, pastor at Maryville, and Rev. James Gallaher, aged 27, pastor at Rogersville, were Presbyterian ministers of the Tennessee frontier. They were on the month-long seven hundred mile journey home from Philadelphia, where they had been Commissioners from their respective Presbyteries of Union and Abingdon, to the thirty-second General Assembly of the Presbyterian Church in the U. S. A. As they rode, day after day, they talked of the desperate need for educated ministers in their vast territory, then still called the Great Southwest.

At the General Assembly and at seven-year-old Princeton Theological Seminary, they had endeavored to recruit ordained ministers, ministerial students, or even prospective candidates for training; but they had failed to enlist a single one. Isaac Anderson later reported, with mingled sadness and indignation, that one of the first questions asked about the frontier by many of those interviewed was, "What salary do they pay their ministers?" That was far back in 1819! Isaac Anderson and others had been making appeals for several years to the Presbyterian missionary agencies, but the replies had been, "We are sorry for you, but cannot help you." And their appeal to the General Assembly that it sponsor a theological seminary in the Southwest had received a negative response. Presbyterian churches and members in Tennessee were considered too few, remote, and widely scattered; and the General Assembly was still preoccupied with the young, struggling seminary it had established in 1812 at Princeton.

By the end of their journey Isaac Anderson and James Gallaher had reached the conclusion that they must establish a seminary of their own. They began to formulate a plan. Mr. Anderson, twelve years the senior, with seventeen years experience as educator as well as pastor and located in the strongest Presbyterian center of the region, would submit the plan to his Presbytery.

Maryville College Founded October 19, 1819

A few months later he submitted a detailed proposal to the Presbytery of Union at its fall meeting held in Dandridge, Tennessee. Mr. Gallaher rode fifty miles from the adjoining Presbytery to lend his support. The plan was unanimously adopted on October 8, 1819, in the form of an Overture from the Presbytery to the Synod which was scheduled to meet in Maryville the following week. The opening section of the Overture is as follows:

> The Presbytery viewing with deep concern the extensive fields of the Southern and Western parts of our country, already white to the harvest, in which there are few very few, laborers; therefore, Resolved, That this Presbytery submit a plan to the Synod of Tennessee for a Southern and Western Theological Seminary, and do hereby recommend the adoption of it or some other plan by the Synod.

At that time the young Synod of Tennessee, organized in 1817, consisted of five thinly populated presbyteries extending from North Carolina beyond the Mississippi River and to the Gulf of Mexico. Its third annual meeting convened in New Providence Presbyterian Church at Maryville on October 13, 1819, five days after Presbytery's action.

Twenty-one ministers and elders were present, most of them from Union Presbytery, within whose bounds Maryville was located, because travel from distant presbyteries was next to impossible. Once more young James Gallaher was there to help, and although his Presbytery was then in the Synod of Virginia his name led the list of Seminary Directors elected later in the meeting.

The Overture from Union Presbytery was before the body for several days and the Synod minutes for October 19, 1819, contain this historic record:

> The Synod after maturely considering, revising and amending the plan for a Southern and Western Theological Seminary, agreed to adopt it, which is as follows: (Then follows a "Constitution" with thirty-two Articles.)

In the same meeting, Synod took a number of implementing actions. The first and most important was the appointing of a person to conduct the Seminary. The minutes for October 20 state:

> Synod proceeded to the election of a Professor of Didactic and Polemic Theology. Upon counting the votes it appeared that the Rev. Isaac Anderson was duly chosen.

Other actions in the same meeting regarding the new institution were: election of thirty-six Directors; application to the State Legislature for a charter (which because of denominational jealousies was not granted for twenty-three years); extension of an invitation to the Synods of North Carolina, South Carolina, Kentucky, and Ohio "to join this Synod in building up the Southern and Western Theological Seminary" (nothing ever came of this); and adoption of an address to the public on behalf of the Seminary.

Although there were several Articles in the Constitution about qualifications of students and about finances, Synod does not seem to have taken any implementing action about either, unless the address to the public be counted such. But Isaac Anderson did not wait. His colleague, successor, and first biographer, Dr. Robinson, writes:

> A class of five was gathered, and a school of the prophets was opened in a small brown house on Main Street, Maryville, not far from his residence. This was the beginning of the Southern and Western Theological Seminary, known now, under the act of incorporation, as Maryville College.

It is quite likely that this class of five was already studying under Isaac Anderson in his home before the official action of Synod. In any case, the new school was operating in the fall of 1819. And it has been in operation every year since that time, except during the Civil War.

A Forerunner—1802

In the year 1801, William Anderson and his family removed from Rockbridge County, Virginia, to Knox County, Tennessee, and purchased a thousand acres of land in Grassy Valley, a few miles north of Knoxville. The oldest son, Isaac, during the next year completed his theological studies begun in Virginia, was ordained a minister, became pastor of Washington Presbyterian Church, and erected a two-story log school house on his two hundred sixteen acre portion of the family land.

Here he established "Union Academy," named for the Presbytery of Union which had ordained him, and conducted it with marked success until he left the area ten years later to become pastor of New Providence Presbyterian Church at Maryville. The Academy with its classical curriculum gained fame in the Tennessee Valley and beyond as "Mr. Anderson's Log College." The building was modest by twentieth-century standards, but must have been impressive on the 1802 frontier. In fact it was several times as large as the famous "Log College" of William Tennent on the eastern Pennsylvania frontier three quarters of a century earlier, considered the antecedent of all Presbyterian colleges and seminaries in America.

Maryville was only twenty-five miles away, but that was too far to commute on horseback. So when Isaac Anderson moved to Maryville in 1812 he closed his Log College. However, at Maryville he continued there his teaching in academies until the founding of Maryville College, part of the time evidently in a school of his own.

Some older American colleges trace their histories back to the beginning of such a sequence, and in that way Maryville could use 1802 as its founding date. But it has followed the more conservative and direct practice of counting from the official action of the Synod of Tennessee and the first instruction authorized by that action, both in 1819. Even this puts Maryville among the oldest three percent of all American colleges and universities operating in the 1960's.

In 1941 Maryville College placed a six-ton marble boulder, bearing an historical tablet, near the site of Mr. Anderson's Log College. It is on Murphy Road, between Washington and Tazewell Pikes, eight miles north of downtown Knoxville.

Three Schools in One

The Constitution approved by Synod specified that "before young men can enter this Seminary, they shall produce a diploma from some college, or submit to be examined by the professors on a course of literature." When the first class of five was gathered by Isaac Anderson in 1819, not one met these entrance requirements. All had to begin with literary courses, and this class did not graduate from the three-year theological course until six years later.

The aim of Isaac Anderson and his colleagues was to establish a graduate theological institution by the standards inherited from England and Scotland. Few young men on the frontier were prepared for college, to say nothing of such a seminary. Provisions had to be made therefore for instruction on three levels, preparatory, four-year college, and three-year theological seminary. In 1821 the Constitution was formally amended to provide for instruction in "the requisite literature." After a third of a century the seminary course disappeared, and work on two levels continued for another three-quarters of a century. Finally in 1925, the preparatory department was closed, leaving the four-year college only.

From the beginning, theological (seminary) students were a small minority of the total enrollment, never more than one fifth. However, during most of the frontier years a considerable proportion of the total were candidates for the ministry, aiming to study in the theological department when academically prepared. College and preparatory students appear to have been about equal in number. During its first twenty-three years, the institution was officially "The Southern and Western Theological Seminary," with three departments—theological, college, and preparatory. After receiving the Charter in 1842, it was officially "Maryville College," with the same three departments.

Forty-Two Rugged Years: 1819–1861

Had it not been for the grand design (purpose, constitution, directors) that brought it into being, and the dedicated ability and endurance of Isaac Anderson that kept it going, the new institution could hardly have survived the numerous and massive obstacles of those early years.

The hope of the Synod of Tennessee that adjoining Presbyterian synods might cooperate in building up a seminary in the Southwest did not materialize. Thus it was necessary to depend for support upon its own people, limited in number, most of them new settlers with meager resources who had never contributed to such a cause. Maryville itself was then a little village of some fifty houses, many built of logs. But the infant institution did survive, grew and developed, acquired its own grounds and buildings, collected a respectable library, and raised a modest endowment. It is estimated that before it closed in 1861 it sent out approximately 250 graduates of the several departments. There is a list of almost 150 ministers who received all or part of their education at Maryville in those years.

Students enrolled in the theological, college, and preparatory departments increased in number from the original five to 44 in five years and to 98 (the highest reached before the Civil War) in fifteen years; then averaged about 75 until Dr. Anderson's break in health near 1850, after which it dropped to between 50 and 60. Under Dr. Robinson attendance climbed back to 80, but was down to 46 in 1861. Measured by present institutions, this one was small and weak; but in that day, even in developed areas back of the frontier, fifty students and three professors were enough for qualification as a standard college.

Most students before the Civil War were from East Tennessee, except a few who came from a distance to study theology under Dr. Anderson. They were chiefly of the white race, but members of all races were eligible and a few Indians and Negroes from the area were students in those years. Only men were enrolled, although women could attend classes as "annex students." Women were first enrolled for credit in the College's second year after the War.

Dr. Isaac Anderson was the only teacher and officer for six years and was President and Professor for 38 years from the founding until his death in 1857. Dr. John Joseph Robinson was a Professor from 1850 to 1855 and President and Professor from 1857 to 1861. Including these two, there were eight different full-time professors and eight tutors before the Civil War. All eight professors were ordained Presbyterian ministers whose training and experience placed them among the most scholarly educators on the frontier. They were versatile scholars, a professor sometimes teaching at the same time courses ranging from mathematics to New Testament Greek. The names of the six professors, other than the two presidents, were: William Eagleton, Darius Hoyt, Samuel McCracken, Fielding Pope, John S. Craig, and Thomas Jefferson Lamar. Fuller information about them will appear later in this volume.

The Maryville College campus of this period is described in detail in Chapter 3, hence only the outline of its development need be traced here. In 1819 Isaac Anderson rented "a little brown house" on Main Street which was used for classes until the first purchased property was ready. Professor Craig later said that Dr. Anderson began his teaching without a building and without a cent of money. In 1820 the Directors bought for $600 a small two-story unfinished brick building on a half-lot, also on Main Street, which for lack of money was not finished enough to use for two or three years. It became known as the "Brick Seminary" and rendered useful service until the War. In 1824 an adjacent lot and a half, containing two little frame houses, was purchased for $400, the ground enlarging the first campus to a half acre, and the houses serving for a time as boarding facilities. In 1826 a farm of 200 acres with buildings on it, near the village, was purchased for $2,500, and for about ten years was cultivated by students as a self-help project, then sold. In 1835 a new two-story "Frame College" was completed on the half-acre campus. It had been five years under construction, work being done only when money came in. It was an ugly, barn-like building, occupied by the literary classes (college and preparatory) for twenty years; and then was removed to make way for the "Brick College." In the early 1850's, a property on Church Street near the campus was acquired and used as a boarding house even after the War. In 1856 the College occupied a section of the unfinished three-story Brick College begun three years before but never to be fully completed. An imposing building, of which Anderson Hall erected on the new campus after the war is a replica, it was so damaged in the War that it soon afterward collapsed.

Three outside attempts to move the institution from Maryville were made during Dr. Anderson's lifetime. The original action in 1819 located the Seminary temporarily at Maryville, the permanent location to be decided by Synod in some future year. (1) In 1823 ministers west of the Cumberland Mountains attempted to have it moved to the Nashville area, but in a vigorous debate Dr. Anderson persuaded Synod to keep it in Maryville. (2) Four years later, in 1827, a proposal to unite it with an institution in Danville, Kentucky, gained headway but was defeated. (3) In 1856, with Dr. Anderson almost totally incapacitated and President in name only, the College had deteriorated in fact and in reputation. Offers of property and support were made for moving it to Rogersville, Tennessee, but in the end Synod decided to build on existing foundations rather than to make a new start elsewhere.

There were no funds at the beginning. Isaac Anderson did not have a salary in the early years, living on what he received as a pastor and from the farm he still owned in Knox County. For well over a half century salaries were low and uncertain. Income was very small from students who in the 1820's could pay little or nothing, some living at no charge in Dr. Anderson's home. As the years passed, more were able to pay something, but the charges were always low. The last catalog before the Civil War lists tuition at $25 a year, board at $1.80 a week, dormitory rooms free. Income from gifts of individuals and churches in the local area included money, food, clothing. But most contributions for both current and capital purposes came through "financial agents," one or more of whom were traveling for the College over the Southwest throughout those years. There was no gift before the Civil War as large as $1,000. Yet a plant was built, an endowment of $16,000 was established, a library of 6,000 volumes was assembled, the institution was kept in operation, and the final indebtedness was only $1,000.

The End of an Era

The Isaac Anderson biography in Chapter 5 tells of the stroke he suffered in his late sixties, of his last teaching in 1850, of the steady decline of his faculties from then until his death January 28, 1857. His going in one sense marked the end of an era. But within a few weeks on April 7, 1857, Dr. John Joseph Robinson, who had served five years as a professor under Dr. Anderson, became the second President and carried forward with success the program Dr. Anderson had developed. Thus the real end of the era came when, four years later, on April 22, 1861, eight days after the surrender of Ft. Sumter, Dr. Robinson held a final chapel service and announced the closing of the College because of "armed hostilities." Of four faculty members, two (Professors Craig and Lamar) supported the Union, and two (President Robinson and an unnamed tutor) supported the Confederacy. Only one pre-War teacher or student ever returned to the College—Professor Lamar, to become its second founder.

Closed—Near Destruction: 1861–1866

Five and a half tragic years passed between the closing of the College in April, 1861, and its reopening. After the ravages of war and neglect, the prospects of ever reopening must have seemed hopeless to the few concerned friends left nearby. Both Union and Confederate soldiers had come and gone, camping in the vicinity and on the College grounds. The Brick Seminary building had been demolished; the larger, unfinished Brick College building was a windowless hulk; the frame boarding house a half block away was in pitiful condition; most equipment and library books were gone; and two thirds of the modest endowment had been lost. Furthermore, all the remaining property had been sold at sheriff's sale during the War and could not be used until redeemed. The local community and all of East Tennessee, like the rest of the South, was disorganized and impoverished. Without doubt Maryville College would have ceased to exist if it had not been for Professor Thomas Jefferson Lamar and a few others who loved it and believed it still had a mission.

In the New South: 1866–1900

The New South

The Southwest had become the "South," and continues to be so in general usage, although for a long time it has been geographically the southeastern section of the nation. During the last third of the nineteenth century, after the Civil War, a new South painfully but gradually came into being.

Some of the new was bad. Impoverishment brought by the War would last far into the future. The bitterness of the conflict got written into political punishments of the South which almost destroyed for two decades the plans for harmony and goodwill which Lincoln had made.

After his death, several strong political leaders, with a surprising spirit of vindictiveness, succeeded in getting Congress to pass, over President Andrew Johnson's veto, the Reconstruction Act. It divided the South into districts administered by generals of the U. S. Army, eliminated most real self-government, and made possible the shameful period of the "carpet-bagger." East Tennessee was on the border of the regions most affected, but it could not wholly escape the impact of events in other parts of the South.

On the other hand, much in the new was good. All the States which had seceded returned to the Union; slavery was abolished, although it would take generations to create an interracial society of mutual friendship and justice; the old planter aristocracy was gone, and a more democratic ownership of land was begun; the unhappy rule of the misnamed Reconstruction Act came to an end, even though it left scars which are still sometimes visible; before the nineteenth century closed new plans for public education were initiated in each State, and a strengthening of the economy was felt as the industrial development, already widespread in the North, began to move into the South.

The College Reopened, September 5, 1866

The Synod of Tennessee held its first post-War meeting at New Market, Tennessee, on October 12–14, 1865. Professor Lamar, who had continued to live in Maryville and keep an eye on the deteriorating campus property throughout the War, reported the near hopeless condition of the College, but recommended that steps be taken to reopen it. In a venture of faith, the Synod approved the recommendation, elected a new Board of Directors, and appointed Professor Lamar as financial agent to solicit funds. The new Board met at once, elected Professor Lamar as Chairman, and voted to reopen the College in February, 1866, if money could be found to redeem the property. Professor Lamar made a solicitation trip to the North, lasting from December, 1865, to April, 1866, but it was fruitless. The opening had to be postponed, but in July it was announced for September 5, 1866. On that day Professor Lamar himself conducted the first chapel service and the first classes in the old Brick College, then a ruin without doors or windows, with thirteen men students present. By the end of the academic year there were 47, two in the college department and forty-five in the preparatory department.

Four Years on the Old Campus 1866–1870

Faculty. During that first academic year Professor Lamar and one tutor taught all the classes. At the beginning of the second year Rev. Alexander Bartlett, A.M., a graduate of Oberlin College and Theological Seminary in Ohio, began a service of sixteen years as a professor. Upon recommendation of Professor Lamar, who was Acting President but did not wish to be President, the Directors elected as President and Professor, Rev. Peter Mason Bartlett, A.M., a graduate of Williams College, Massachusetts, and of Union Theological Seminary, New York, a Seminary friend of Professor Lamar, and an older brother of Professor Alexander Bartlett. He began his service of eighteen years in March, 1869, and for the next six years these three strong, versatile professors, aided by tutors and assistant teachers, constituted the faculty.

Contributions to the College materialized little by little. Several benefactors in the North became interested, chiefly through the efforts of Professor Lamar. The most generous were William Thaw of Pittsburgh, William E. Dodge and John C. Baldwin of New York. In 1867 Mr. Thaw sent the first $1,000 gift ever received by the College, and over the years he became the largest nineteenth-century donor. During the next twenty years, all three of these men made substantial contributions to current, building, and endowment funds.

Facilities. For four years the program was conducted in what was left of the pre-War college plant. Some improvements were made as funds were secured, but the three-story brick building was really beyond repair, and in the spring of 1870 a main wall fell in. After that, classes were held in the dilapidated old boarding house on Church Street and some temporary premises, out-of-town students living wherever they could find accommodations, until the buildings on the new campus were completed in 1870 and 1871. The boarding house and lot were sold in 1871. The original half-acre campus, cleared of the ruins, was held for nearly twenty years, and then given to New Providence Church as a site for a new church building.

Students. During the four years on the old campus, the enrollment was respectively 47, 63, 48, and 60; then jumped to 100 the first year on the new campus. A larger proportion than formerly were in the preparatory department, another indication of the disastrous effects of the War, and it was 1869 before the first post-War degree was conferred. This period saw the first enrollment of women regular students, with four in 1867–1868, six the next year, and eleven the third year. From that time Maryville was a coeducational college.

The interracial policy of the College was reaffirmed in a memorable action of the Board of Directors on September 28, 1867. The resolution adopted stated that Negro youth "were in the days of slavery educated in this institution and now stand as alumni on its catalogue . . . if there was no exclusion during the proscriptive reign of slavery, by reason of race or color, there can be no adequate reason for such exclusion now. . . . We deem it much to the credit of this institution that it has from its very existence, stood upon a broad Christian basis excluding none from its benefits by reason of their race or color."

A New Campus

With the first $1,000 gift from Mr. Thaw and a promissory note, sixty acres of high ground just east of the town had been purchased in the fall of 1867, for $1,691.50. There were urgent current needs for that $1,000, but new facilities were absolutely necessary. The buildings had to wait for further gifts. But by 1868 there was enough money to erect a professor's residence; and by 1869 it was possible to start construction of a classroom building which was occupied in the fall of 1870. Two dormitories were completed in 1871.

The academic building was essentially a reproduction of the old Brick College, and was named Anderson Hall in memory of the founder. The dormitories were called Baldwin Hall for a principal donor, and Memorial Hall, commemorating a Presbyterian church union of 1869. The extensive grounds and three-story buildings on "The Hill" must have seemed quite magnificent in East Tennessee that soon after the War. They represented a noteworthy achievement by Thomas Jefferson Lamar, the second founder, President Bartlett, and their colleagues. A history of the Synod of Tennessee, published a few years later, said:

> Their success was remarkable. The results achieved were: (here follows a description of the grounds and buildings at the end of 1871). . . . The entire cost of these, with needful improvements and furniture, was about $60,000; all free of debt. All the funds were drawn from the North excepting about $4,000. . . . There was also added to the endowment fund $8,000, making with what remained at the end of the war, $13,300.

This summary tells a great deal about the progress which the revived college had made in five years. It reflects also the limited economic capacity of the post-War South and the beginning of generous interest and confidence on the part of well-to-do churchmen in the North, on whom Maryville College was to depend for a long time to come.

A Decade of Firsts—the 1870's

The first, though not the last, economic depression centered in the North, to have a direct effect upon Maryville College located in the South, followed the Panic of 1873. The College, which lived largely on current contributions from the North, had its income seriously reduced, and faculty salaries were increasingly in arrears. The necessity of a larger endowment was clear, but there was no immediate way to obtain it. In addition to depressed financial conditions, the Directors found their title to the College's assets challenged in the courts by some of the pre-War directors, a matter not settled until 1880.

But the 1870's saw some solid progress. For the first time in its history the College had adequate facilities. Attendance increased steadily from 100 to 200, and 39 graduated with the B.A. degree. The first degree received by a woman from Maryville College, or from any college in Tennessee, was conferred upon Mary T. Wilson in 1875. At the opening of the decade there were three professors and one assistant teacher, and at the close five professors and four assistant teachers. The first February Meetings, which became the major annual evangelistic and spiritual emphasis program, were held in 1877. The first six of a long list of Maryville students to become foreign missionaries were students in those years.

Progress and Problems in the 1880's

The lawsuit against the College concerning ownership and control, which had been in litigation eight years, was dismissed in 1880. This cleared the way for a campaign to raise a much needed $100,000 endowment fund. Professor Lamar gave most of his time to this effort for the next three years, spending many months in the North. On the last day of 1883, which was the final day of grace for several large conditional subscriptions, two additional pledges brought the total to the required $100,000. This, added to the existing fund of $13,300, gave the College its first substantial endowment and soon strengthened greatly its program and prospects.

Two men destined to play major roles in the institution's future, Samuel Tyndale Wilson (President, 1901–1930) and Edgar Alonzo Elmore (Chairman of the Board, 1906–1927) were appointed professors in 1884; the campus was enlarged in 1885 from 65 to 250 acres; the enrollment increased in the 1880's from 200 to 300, and the faculty from nine to seventeen. In 1888, after the death of Professor Lamar, the Lamar Memorial Library was built (in 1969 it is the College bookstore and post office). The names of the major donors were once more Thaw, Dodge, Willard. This attractive little building was the first to be erected after the original four on the new campus.

But these years took away the triumvirate most directly involved in rebuilding the College. Professor Alexander Bartlett died in 1883, after sixteen years of service; Thomas Jefferson Lamar died in 1887, after thirty years as Professor and second founder; and President Peter Mason Bartlett retired in 1887.

The Fourth Presidency (1889–1901)

There was a two-year interim between the third and fourth presidencies. Administration of the college was directed by a "Chairman of the Faculty," Professor Edgar Alonzo Elmore the first year and Professor James Elcana Rogers the second year. In the fall of 1889, Rev. Samuel Ward Boardman, A.M., D.D., a native of New England but at that time a Presbyterian pastor in New Jersey, began what proved to be a twelve-year term as President and Professor of Mental and Moral Science. Dr. Boardman was the first president not to be ex officio Chairman of the Directors, the Bylaws having been amended during the interim making the chairmanship elective. Rev. William H. Lyle, D.D., a director since the Civil War, became the first elected Chairman, a post he held for the next fifteen years.

In the Nineties

The bitterness in the South caused by the Civil War and the Reconstruction Act were receding somewhat by the 1890's; and in spite of the disasterous nationwide economic depression that began in 1893 and the Spanish-American War in 1898, the College under President Boardman continued to grow.

Important additions were made to the physical plant. Willard Memorial was built in 1890 as the president's residence. From the unexpected Fayerweather bequest, an annex to Anderson Hall was erected, more than doubling that building's original capacity; the College's first central heating plant was constructed; the first electric lights were installed; Baldwin Hall, the women's dormitory, was enlarged and an all-campus dining hall added to it; construction of Bartlett Hall, as a Y.M.C.A. and athletic center, was started; and Fayerweather Science Hall was built. In the 1890's student enrollment increased again by 100, from 300 to 400, with one fourth in the college department. From 1891 to 1901, Professor Samuel Tyndale Wilson served not only as a teacher but also as the College's first Dean.

In the Twentieth Century: 1900–1969

At the Turn of the Century

Maryville College crossed from the nineteenth to the twentieth century eighty-one years after Isaac Anderson launched it on its course, and thirty-four years after Thomas Jefferson Lamar began to rebuild it following the Civil War. It was still a modest institution, but had grown steadily more substantial, especially after the successful endowment campaign in the early 1880's and the first installment payments of the Fayerweather bequest in the 1890's.

In 1900 the College could report the following: a campus of 250 acres on which were nine buildings; an endowment of $247,364 (a dollar was worth more than in the 1960's); no major outstanding indebtedness; a faculty of sixteen professors and instructors; an enrollment of 402 (93 college, 309 preparatory students); annual charges of tuition $12, room $6, heat $6, electric light $2, board about $1.25 per week, laundry about $10; total from $80 to $125.

In Nation and College Since 1900

In the United States since 1900 the population has almost trebled, with the proportion in urban areas shifting from one fourth to almost three fourths of the whole. Medical progress has raised the average life expectancy from forty-seven to seventy years. The social order and much of personal living have been revolutionized by the automobile, the airplane, the motion picture, the radio, television, and a multitude of other technological inventions. In the same period the nation and the world have been staggered by history's most disastrous wars and most extreme economic fluctuations. At the middle of this century atomic power was harnessed to serve man and at the same time to threaten his annihilation.

Much has happened at Maryville College also during these twentieth-century years. The College has increased its faculty of instruction from sixteen to sixty; has graduated nearly 6,000 students (there were but 217 between the Civil War and 1900); has increased its campus facilities from nine buildings to twenty-nine, and its endowment from a quarter of a million to three and a half million dollars; has closed the preparatory department (in 1925) and increased its college-grade students from 93 to 800; has retained its church-relatedness and Christian objective; has revised its curriculum and program from time to time in accord with changing needs, basic purpose, and facilities; has received selective accreditation as a four-year college of arts and sciences; has had three presidents; has celebrated its centennial, and is preparing for its sesquicentennial.

The Fifth Presidency (*1901–1930*)

In May, 1901, President Boardman, having reached the age of seventy, retired from office, and the Rev. Samuel Tyndale Wilson, A.M., D.D., was elected fifth President. He was a Maryville graduate of 1878, had been since 1884 Professor of the English Language and Literature and of the Spanish Language, and during the 1890's was also Dean, Registrar, and Assistant Treasurer. His service as President continued through twenty-nine years, during which time the financial assets of the College multiplied approximately tenfold and the institution became established and recognized by twentieth-century standards.

A New Period of Expansion

In the final fifteen years of the nineteenth century the enrollment had doubled. All facilities were crowded, and annual income became more and more inadequate. President Wilson began very soon to spend longer periods away from the College in search of funds than any one had done since Professor Lamar's campaigns twenty years earlier. He continued to teach two thirds of each college year, and spent much of the other months in the field, chiefly in the North. A conservative pay-as-you-go policy was adopted, whereby new buildings would wait until funds were in hand and the operating expense would be held within income. That slowed down expansion and sometimes led to difficult economies, but it prevented deficits and interest expense. As is well known, this is no longer the prevailing practice among American colleges.

Soon new friends were found and some old ones came forward, and expanded facilities and endowment began to materialize. Major additions to the plant included a second enlargement of the women's dormitory, Baldwin Hall, in 1904; a third story to Fayerweather Science Hall in 1913; and the erection of four buildings: Elizabeth R. Voorhees Chapel in 1906; a college infirmary in 1910; a second women's dormitory, Pearsons Hall, in 1910 (enlarged in 1912); and a second men's dormitory, Carnegie Hall, in 1910. A swimming pool in its own building was added in 1915, promoted and in part financed by students. A major campus loss was the destruction of Carnegie Hall by fire in 1916, but its rebuilding, double the original size, was covered by insurance and gifts received in a local community campaign. Meanwhile between the turn of the century and the rebuilding of Carnegie Hall in 1916, the enrollment had doubled.

World War I

When the United States entered the War in the spring of 1917, there were 801 students (292 college and 509 preparatory) enrolled at Maryville. The number dropped only to 748 the next year, and during the college year in which the War ended, it went up to 826 (320 college and 506 preparatory), the highest in the College's history to that time. The situation was to be very different in World War II a quarter of a century later, when most men students were drafted into military service.

In 1917 some Maryville students enlisted and left school, but most of them remained in the Students' Army Training Corps (S.A.T.C.) which the United States installed on college and university campuses. Men students of military age (eighteen and over) who enlisted in the Training Corps were mustered into the national Army, with pay. They were enrolled in a modified college course and as Company A lived and received military training under assigned army officers. There was also on the campus a Company B made up of students under military age who merely wanted the drill. President Samuel Tyndale Wilson wrote afterward that the College found the S.A.T.C. a "difficult, uncongenial, and embarrassing" program but cooperated with the War Department in it. However, the plan did allow men students to remain in college. Of course the War so involved America's attention and energy that until it was over, most normal development programs at all colleges had to be postponed.

The Centennial

The One Hundredth Anniversary of Maryville College was celebrated in a series of appropriate and impressive events, culminating at the 1919 Commencement with a notable historical pageant. Preparation for the Centennial began three years in advance, and the "follow-up" continued several years beyond 1919. The aim was to commemorate and honor the past, and also to launch an advance movement into the future. To these ends President Wilson in 1916 wrote and published a 262-page history of the College, "a character sketch" he called it, entitled, *A Century of Maryville College—A Story of Altruism.*

In 1916 the Centennial Forward Fund was announced, was in abeyance during the War, and was completed in 1919, with a total of $500,000 raised for capital purposes. Between 1921 and 1925, there were two "Emergency Fund" campaigns for additional capital funds which produced respectively $300,000 and $100,000.

In 1920, the year following the Centennial, the Directors decided that the development of public high schools in the Southern Appalachian region made it possible and practicable to discontinue the Preparatory Department, and its gradual closing was completed in 1925. In 1920 there were 452 college and 551 preparatory students enrolled (a total of 1,003). In 1926, the first year in the College's history without preparatory-grade students, the enrollment was 676, growing to 751 the following year. In 1919, the Centennial year, the number of graduates receiving degrees was 30 and in 1926 it was 71. It passed the 100 mark for the first time in 1929.

Accreditation

As expected, the closing of the preparatory department reduced current income and increased the expense, but it created more favorable conditions for quality higher education. In 1922 Maryville became a member of the Southern Association of Colleges and Secondary Schools, which meant official accreditation as a four-year college of arts and sciences. By the end of the 1920's it was on the approved list of the American Medical Association; and was a member of the American Council on Education, the Association of American Colleges, the Liberal Arts College Movement, the Tennessee College Association, and the Presbyterian College Union.

The Sixth Presidency (1930–1961)

Dr. Wilson had wished to retire at the age of seventy, but had been persuaded to continue. However, he made it known quietly to the Directors that he would continue in office only two more years. Therefore, when they received his formal resignation at the meeting of June 5, 1930, they were prepared to consider a successor. A call was extended to Rev. Ralph Waldo Lloyd, D.D., age 37, a Maryville College graduate, then Pastor of Edgewood Presbyterian Church, Pittsburgh. Dr. Lloyd accepted the call in September and entered upon his duties November 29, 1930, three months after Dr. Wilson had closed his work. During the interim, Edwin Ray Hunter, Ph.D., Professor of English, served as Chairman of the Faculty.

The Depression Years

Maryville College had felt the effects of the Panics of 1893 and 1907 but these did not cut into the national economy so deeply or so long as did the "Great Depression" set off by the stock market crash of 1929. While Maryville's investments escaped the disasters reported by some institutions, it like all American colleges had to learn to live with depressed income, paralysis of large gifts, and students with little money. Providentially it did learn rather well. The rate of physical plant expansion and renewal became much slower, but when preparation for war ironically brought back national prosperity, the College was still practically free of debt and had a capacity enrollment. Students came from other sections of the country in search of a college which combined low fees, high academic rating, and religious emphasis. During the 1930's the average attendance was 817, compared to 654 in the 1920's.

There had been also other important advances. The campus land was extended in 1935 from 275 to 320 acres. "Morningside," later to become the president's residence, was built in the College Woods. In 1939 a much needed new heating plant was constructed at one edge of the campus, removing the volumes of soft-coal smoke which the old plant at the center of the campus had given off since 1893; an annex increased the dining hall capacity fifty percent; campus entrance gates were built; and considerable progress was made in development of the college grounds.

There was significant progress in the strengthening of academic standards and in national recognition. In 1932 the Association of American Universities placed Maryville on its list of the colleges whose graduates were approved for graduate study, at that time the highest formal institutional accreditation available. In 1942 came election as an associate liberal arts member of the National Association of Schools of Music, and as an institutional member of the American Association of University Women.

World War II

A chief difference between the effects of the two World Wars upon American colleges and universities was this: In World War I, as has been seen, most students were permitted to remain in college by enlisting in the S.A.T.C., an Army unit of students training on the campus; in World War II, all students of military age were subject to selective service. At Maryville, there were 813 students, including 365 men, in 1940–1941; but in 1944–1945, there were 458, including only 61 men. The numbers were still down when the War ended, but the next fall surged above pre-War levels.

The war-time program included three parts: the ongoing four-year degree schedule; a summer session which made possible a continuous accelerated time-table; and provision of accommodations and special academic instruction for an Army Air Forces pre-flight training schedule for a unit of 300 men. Transfers of cadets in and out were too irregular to

(UPPER RIGHT)

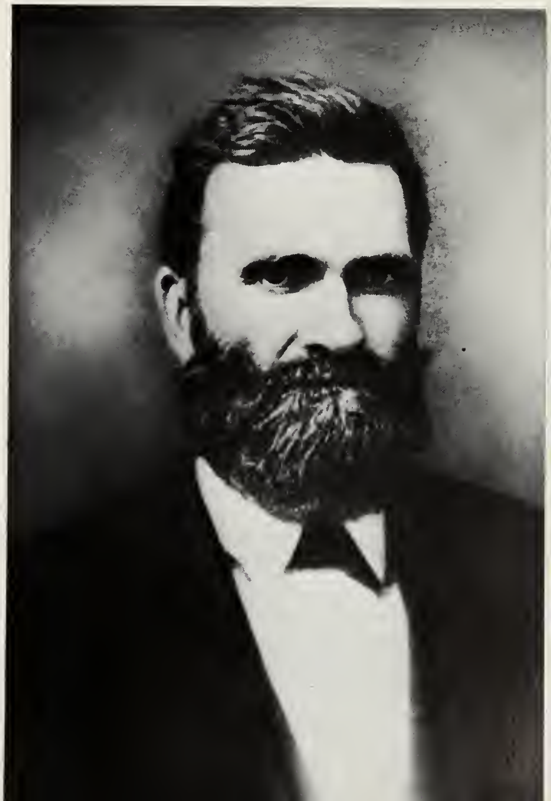
ISAAC ANDERSON
Founder, 1819; First President and Chairman of the Directors, 1819–1857

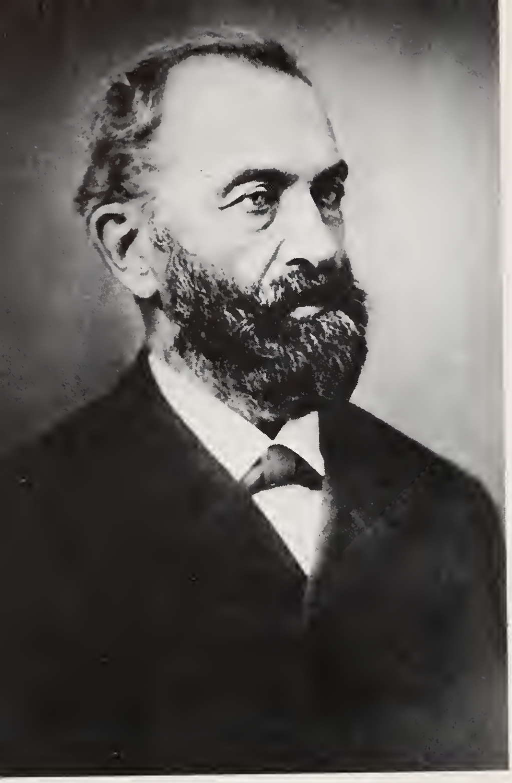
(LOWER LEFT)

JOHN JOSEPH ROBINSON
Second President and Chairman of the Directors, 1857–1861

(LOWER RIGHT)

THOMAS JEFFERSON LAMAR
Second Founder, 1866; Chairman of the Directors, 1865–1869; Professor of Languages, 1857–1887





(UPPER LEFT)

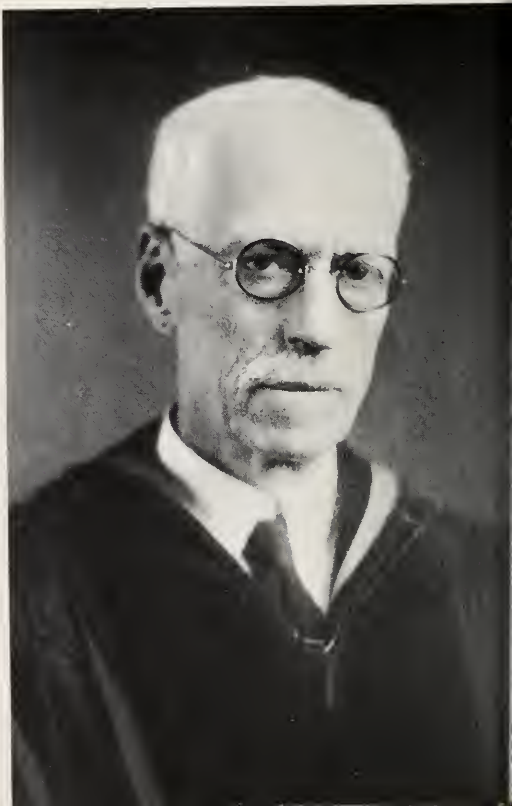
PETER MASON BARTLETT
Third President and Chairman of the
Directors, 1869–1887

(LOWER LEFT)

SAMUEL WARD BOARDMAN
Fourth President, 1889–1901

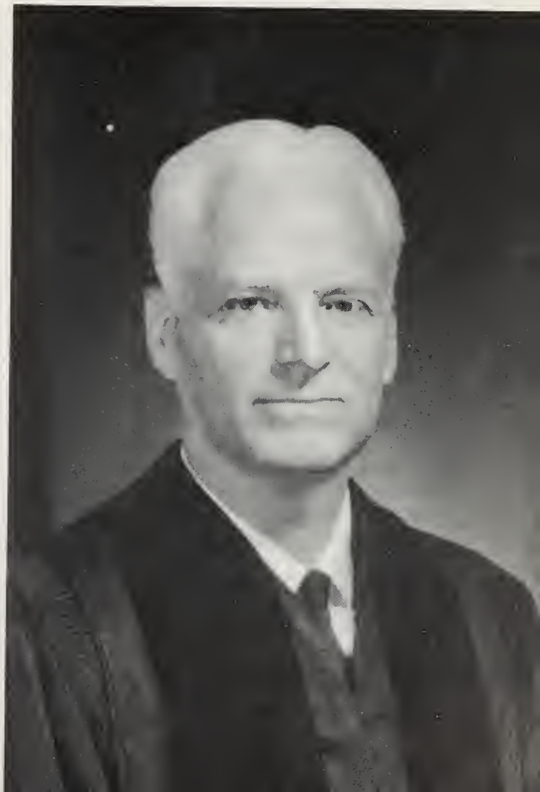
(LOWER RIGHT)

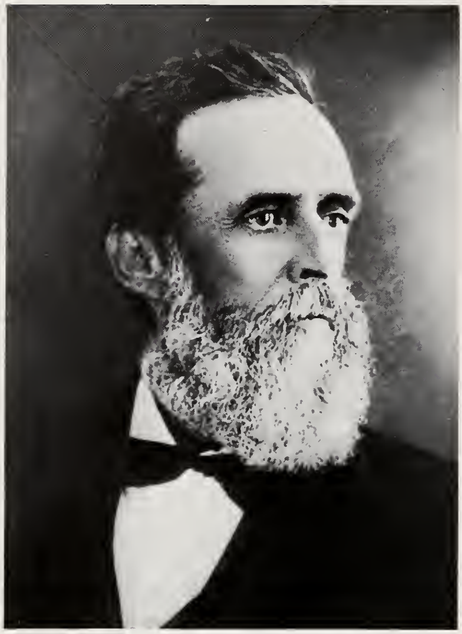
SAMUEL TYNDALE WILSON
Professor of English and Spanish,
1884–1901; Fifth President, 1901–1930;
President Emeritus, 1930–1944



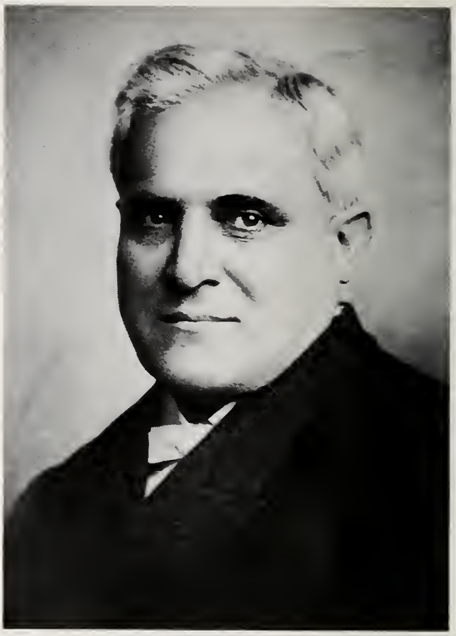
RALPH WALDO LLOYD
Sixth President 1930–1961; President
Emeritus, 1961–

JOSEPH J. COPELAND
Seventh President, 1961–

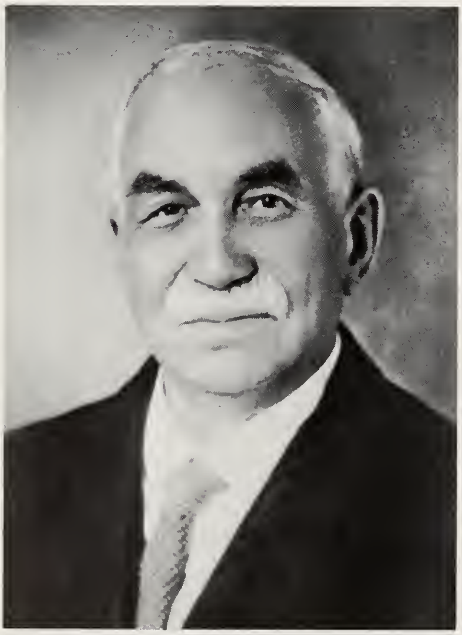




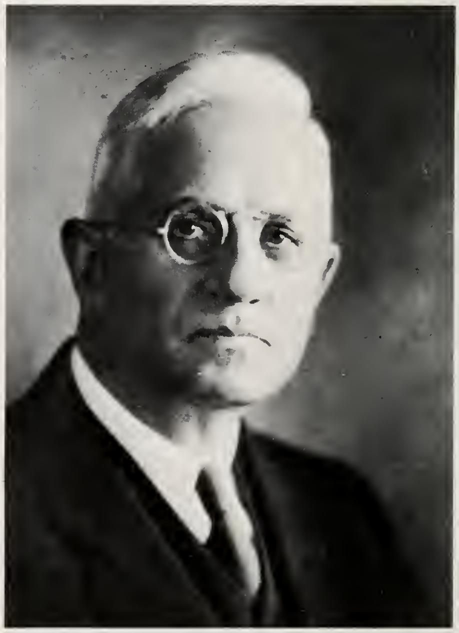
WILLIAM HARRIS LYLE
Chairman of the Directors, 1890–1905



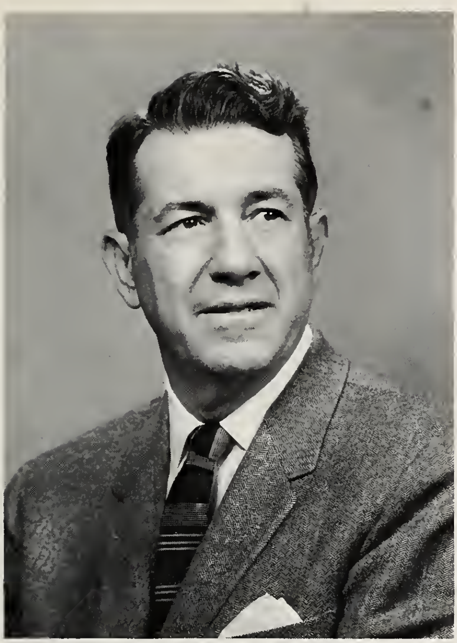
EDGAR ALONZO ELMORE
Chairman of the Directors, 1906–1927;
Nine times leader of February Meetings,
during years 1888–1924



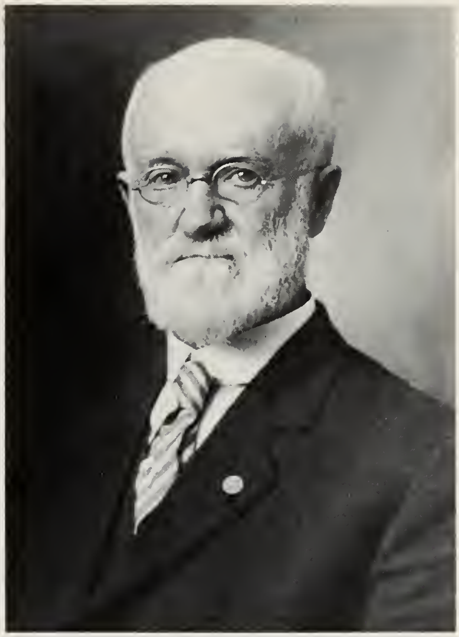
WILLIAM ROBERT DAWSON
Chairman of the Directors, 1927–1932



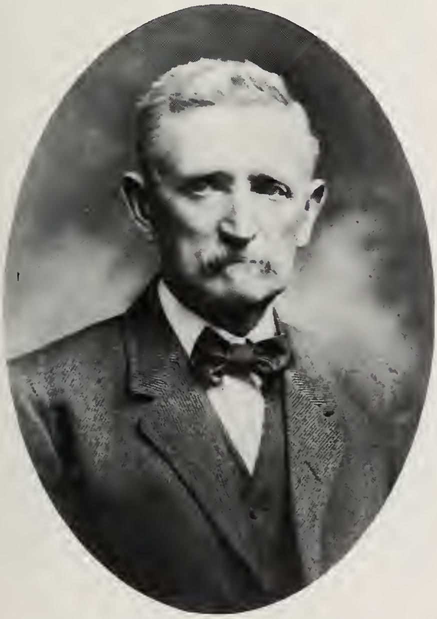
SAMUEL O'GRADY HOUSTON
Chairman of the Directors, 1932–1953



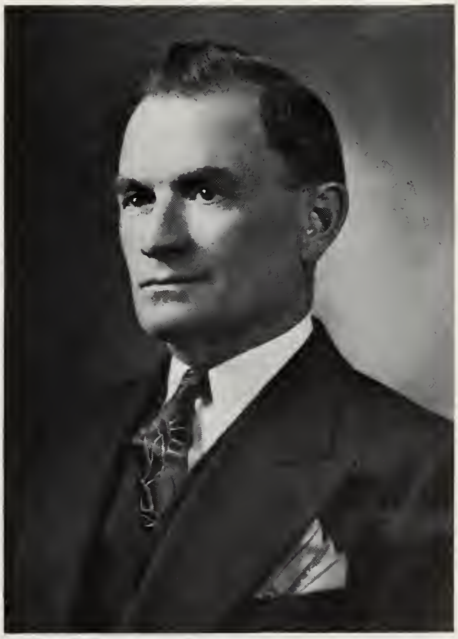
JOE CALDWELL GAMBLE
Recorder of the Directors, 1949–1953;
Chairman of the Directors, 1953–



WILLIAM ANDERSON McTEER
Treasurer, 1884–1900



BENJAMIN CUNNINGHAM
Recorder of the Directors, 1891–1914;
Treasurer, 1900–1914

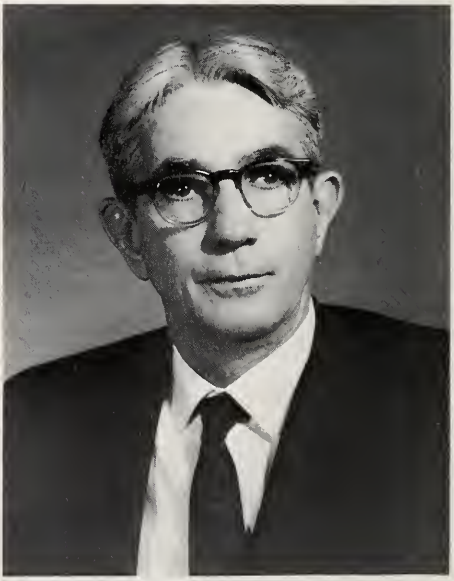


FRED LOWRY PROFFITT
Instructor, 1908–1911; Principal of the
Preparatory Department, 1911–1914; Treasurer
and Recorder of the Directors, 1914–1943

JOHN CALVIN CRAWFORD
Acting Treasurer, 1944–1948; Recorder of the Directors, 1944–1949

PAUL WILLARD HENRY
Treasurer, 1948–1954

CLEMMIE JANE HENRY
Director of Student-Help, 1918–1950; Administrative Secretary, 1934–1950; Special Assistant to the President, 1950–1952; Acting Treasurer, 1954–1955; Recorder of the Directors, 1953–1962



DANIEL FRANK LAYMAN
Treasurer, 1956–

GIDEON STEBBINS WHITE CRAWFORD
Professor of Mathematics, 1875–1891;
Registrar, 1888–1891; Recorder of the
Directors, 1876–1891

EDWIN JONES BEST
Recorder of the Directors, 1962–

ELMER BRITON WALLER
Professor of Mathematics, 1891–1913;
Secretary of the Faculty, 1892–1913;
Dean of the College, 1905–1913

JASPER CONVERSE BARNES
Principal of the Preparatory Department,
1892–1904; Professor of Psychology and
Political Science, 1903–1919; Professor of
Psychology and Education, 1919–1931;
Dean of the College, 1914–1930

EDWIN RAY HUNTER
Professor of English, 1918–1967; Secretary of the Faculty, 1920–1930; Dean of the College, 1930–1935; Dean of Curriculum, 1935–1957

FRANK DELOSS McCLELLAND
Dean of Students, 1937–1957; Dean of the College, 1957–1967; Dean Emeritus and Assistant to the President, 1967–

BOYD LEE DANIELS
Dean of the College, 1967–

TOM FUHR
Dean of Students, 1965–

permit sustained class work. But student and military programs conducted simultaneously on the campus went forward more satisfactorily than might have been expected. The financial contract, although held to moderate figures by the U. S. Government, did much to compensate for war-time loss of the College's usual income.

125th Anniversary

The College's 125th anniversary, on October 19, 1944, came at the height of the War, and of necessity the observance was simple and restrained. It consisted of morning and afternoon convocations in Elizabeth R. Voorhees Chapel on October 22, at which a historical statement was read by the President of the College; greetings were extended by representative fraternal guests; and addresses were delivered by the Moderators of the General Assemblies of the Presbyterian Church in the U. S. A. and the Presbyterian Church in the U. S., which were one Church in 1819.

Post-War Events

During and for several years after the War, individual colleges, higher education associations, and government agencies were much occupied with what was generally termed "post-War planning." In mid-1946, the President of the United States, referring to hundreds of thousands of veterans returning to college, appointed The President's Commission on Higher Education to examine and make recommendations regarding "Higher Education for American Democracy." Its multi-volume report at the end of 1947 established many of the guidelines for the years following, guidelines particularly influential in expanding tax-supported junior colleges, colleges, and universities.

Veterans did return, and for five years Maryville had its highest average attendance. Three war-surplus frame buildings contributed by the Federal Government—an intramural gymnasium, a student center, and an office annex—are still in use after more than twenty years. About that time (1947) the Elizabeth R. Voorhees Chapel, built in 1906, was destroyed by fire, and the Alumni Gymnasium served as a chapel, auditorium, and theatre for the next seven years. Enrollment after the post-War veterans graduated dropped during a period of small high school classes. It was 713 in 1952 and 755 in 1962, but up to 852 in 1967–1968.

To replace and enlarge the music facilities lost in the Chapel fire, and to provide teaching studios and galleries for art, Mr. and Mrs. Glen Alfred Lloyd, of Chicago, contributed funds to build and equip the Fine Arts Center in memory of their infant daughter Ann Baldwin Lloyd. Completed in 1949, its contemporary design and construction created much interest in the area and attracted nation-wide attention and study. Ultimately new built-in music equipment included large pipe organs in the Fine Arts Music Hall and the Chapel auditorium and a smaller pipe organ in the Little Chapel.

On the site of the old Chapel there was completed in 1954 a building complex, containing a chapel-auditorium with seating capacity of 1,150; a little chapel to seat 50; a theatre with stage of standard size and equipment and a seating capacity of 450; and various class, office, and storage rooms. It was named Samuel Tyndale Wilson Chapel, in honor of Maryville's fifth President.

Immediately after the U. S. Supreme Court's 1954 decision declaring school segregation laws unconstitutional, Maryville College resumed its original policy and practice of admitting qualified applicants irrespective of race or color. By a Tennessee law passed in 1901, it had been forced to suspend enrollment of Negroes. Each year since 1954, there have been some Negro students, although the number has not yet become as large as desired. The Maryville integration story will be told in a later chapter.

In line with recommendations of the President's Commission on Higher Education that Federal support be increased, Congress by the late 1950's made available to church-related and independent as well as tax-supported colleges, long-term loans at low interest rates, for construction of student housing. There was vigorous debate among private college leaders about the dangers of government financing and control. Housing loans are secured by the equivalent of mortgages to the U. S. Government. But gradually as needs of the institutions and availability of funds increased, fears decreased and private colleges joined public ones in applying for loans. By the middle of the 1960's practically no college dormitories or dining halls were being built anywhere in the United States except through Federal Housing Loans. And as this is written private colleges are also receiving Federal grants for science, health and other buildings. What the ultimate outcome will be, no one presumes to predict.

Maryville College's first federal loans were obtained in 1958 and 1959, to cover approximately half of the construction cost of the Margaret Bell Lloyd Residence for Women and most of the cost of rehabilitating three existing dormitories, Carnegie, Pearsons, and Memorial. In 1966, three new residence halls were built, chiefly with federal loans. While these loans create for decades to come interest obligations which will take all the revenues from the dormitories, yet they provide new buildings without the delay usually accompanying the uncertain process of obtaining contributions from private sources.

During the 1950's the current budget grew thirty-five percent; total instructional salaries increased fifty-five percent; and important supplementary financial benefits through insurance and retirement provisions for faculty and staff were established.

Long-Range Plans

In 1956 a Long-Range Planning Committee was appointed, composed of directors, officers, and faculty, with the President of the College as chairman. Based upon studies and recommendations of this Committee, the Board of Directors announced in February, 1960, a ten-year Sesquicentennial Development Program, to culminate at the College's 150th anniversary in 1969. This program was built around a list of specific essentials in the long-range purpose and plans which the Directors had set before the College as to its nature, facilities, and work. It initially included the raising of $6 million for capital and current uses. The announcement stated that "Maryville College has a long and honorable history. . . . But the future, in which the church-related Christian college has an essential role to play, presents a challenge to strengthen and expand our program and facilities for service which makes necessary this Sesquicentennial Development Program."

The Seventh Presidency (*1961–*)

At the end of July, 1961, Dr. Lloyd closed his service of thirty-one years as President, and was elected President Emeritus. In his letter of resignation eight months earlier, he had said: "My successor should now have opportunity to assume leadership as early as possible in this comprehensive (Sesquicentennial) program, which I have helped to outline and initiate, but which in the course of human events I could not see through to completion, having reached the age of sixty-eight." Rev. Joseph J. Copeland, D.D., LL.D., aged forty-seven, Pastor of Second Presbyterian Church, Knoxville, Tennessee, and a Director of the College, was elected in March as Dr. Lloyd's successor, and on August 1, 1961, entered upon his duties.

Developments in the 1960's

The national economic inflation of the 1950's continued and increased rapidly in the 1960's. This soon made it necessary to raise the Sesquicentennial financial goal from $6 million to $7 million. The campaign launched in 1960 more and more commanded the time of the new President, and it met with gratifying success.

By June, 1966, the $7 million goal was reached, and was extended to $12 million. In that year the three new residence halls were completed and occupied. Baldwin Hall, used as a women's dormitory since 1871, but now in poor condition and not needed, was taken down in 1968, an event of sentimental interest to many alumnae. Sutton Science Center, completed in 1968, is the most costly and most fully equipped building in Maryville history. It adds immeasurably to the College's instructional possibilities. The approximate cost was $1,275,000, toward which the federal government made grants totaling $562,300. Projected for the near future, and included in the Sesquicentennial financial campaign, are a fireproof Library building, the first unit of which is estimated to cost $1 million; enlarged Student Center facilities; and a new Health and Physical Education building, to cost approximately $1½ million. There have been marked advances also in current funds, the operating budget having increased 95 percent since 1960, and the instructional salary budget 100 percent.

"New Occasions Teach New Duties"

There have been, during the 1960's, several important changes in the College's posture and program. Following an Institutional Self-Study in 1960–1961 and a reevaluation by the regional accrediting body, the College in 1962 reorganized its curriculum and faculty, and returned to a plan of departments from that of divisions adopted twenty years earlier. In 1967 a new statement of Purpose and Objectives was approved by the Faculty and the Directors. In the same year, after a long intensive study, a significant new curriculum and schedule were inaugurated. Some detailed information regarding these new approaches will be given in later chapters.

One prominent feature in the new schedule is the "Interim Term." For four weeks in November and December classes are suspended and students participate in informal study groups on and off campus, formal lecture sessions, or independent work. In 1968 one group of thirty students went to the Middle East on a Study Tour of Bible Lands (an incidental evidence of change in the economic ability of Maryville students).

Another new program is the Community Issues and Values series, consisting of a weekly one-hour convocation, at which attendance of all students is required, for presentation of "crucial issues of the day in religion, politics, economics, social relations, and personal living, and the kinds of values by which those issues may be dealt with." This replaces the traditional daily required chapel services which had been in schedules from the institution's beginning. Also the annual "February Meetings" with their daily services, established in 1877, are replaced by special preaching missions on the week-ends of a month in the winter term.

The amount charged the student by Maryville College has usually been lower than that at most comparable institutions. But it has steadily increased in the twentieth century, with marked acceleration under the pressures of the 1960's. While there is no satisfactory way to compare the significance of money values in different periods, the figures nevertheless are interesting. Here are average approximate amounts per year paid by students, in different periods since 1900, for tuition, room, and board: $125 in 1900; $200 in 1920; $300 in 1930; $330 in 1940; $600 in 1950; $1,000 in 1960; $1,500 in 1965; $1,900 in 1968; $2,100 in 1969. The tuition fee moved up from $18 a year in 1915 to $50 in 1930, to $240 in 1950, to $1,150 in 1969.

Changes in the pattern of campus life and work have been in the general direction of a college community with fewer regulations and more participation by students and faculty in institutional policy making and administration. At the time of this writing, an All-College Council, composed equally of administrative officers, faculty, and students, has been authorized by the Board of Directors.

Perhaps the most important changes in every period of a college's life are those in the personnel of directors, faculty, and staff. In the long history of Maryville College there has been the inevitable procession of these. They have not been distributed evenly over the years, and the number in the 1960's has been considerable. But an institutional life-time roll call reveals a rather remarkable degree of continuity, a fact of importance to the ongoing purpose and program of the College.

The Sesquicentennial

One hundred fifty years: 1819—Isaac Anderson; an ambitious, altruistic plan; five students; no property or money; Synod action; a Constitution; thirty-six Directors. 1861—Civil War, the College closed. 1866—Thomas Jefferson Lamar; the College reopened; one wrecked building; thirteen students. 1869—Semicentennial; new sixty-acre campus; three buildings started; sixty students (ten college, fifty preparatory). 1919—Centennial; two hundred fifty-acre campus; sixteen buildings; three hundred college (and five hundred preparatory) students. 1969—Sesquicentennial; three hundred seventy-five-acre campus; thirty buildings; eight hundred college students.

The official anniversary date is October 19, 1969. For ten years a Sesquicentennial Development Program has been in progress. Beginning with the 1969 Commencement, there will be a year-long series of celebrating events, looking to the past and to the future.

Chapter 2 The Influence of Geography

THROUGHOUT ITS whole life, Maryville College has been markedly influenced in character and development by its geographical location—at Maryville, East Tennessee, in the upper Tennessee River Valley of the Southern Appalachian Mountains. All who know American geography, history, and economic development will recognize at once certain formative elements in this location.

The upper Tennessee Valley lies between the Great Smoky Mountains and the Cumberland Mountains, each a part of the Appalachian range which extends from New England to Alabama. The Smokies, as they are commonly called, rise to more than 6,000 feet and form the boundary between Tennessee and North Carolina. The Cumberlands, not so high, cross into Tennessee from Kentucky. The Valley is 50 to 75 miles wide in East Tennessee, with rolling land and hills of considerable size. The foothills of the Smokies, only ten miles from the Maryville campus, which itself has an elevation of 1,000 feet, rise to 2,000 feet and more.

This of course is in one of the States on whose soil the Civil War was fought. Maryville College, closed five years, had to make a new start and then to face all the emotional, economic, and racial problems that arose in the aftermath of the War. The influence of geography on the College, from its beginning, has indeed been important and varied.

Birth on the Frontier

The account of the College's birth, given in Chapter 1, emphasizes the remoteness and primitive conditions of the southwest frontier as factors which brought the institution into being. While the basic motivations were religious, the impelling reasons for the steps taken at that time by Isaac Anderson and his fellow Presbyterians were in large measure geographical. This belongs to the dramatic story of the American frontier.

When the Revolution ended, the area from the Appalachian Mountains to the Mississippi River was still a wilderness inhabited by Indian tribes. It was divided by the Ohio River into what came to be known in history as the Old Northwest (now commonly called the Middle West) and the Old Southwest (now commonly called the South).

The vast region west of the Mississippi to the Pacific was largely unknown and most of it was claimed by other nations. It took the new United States fifty years to acquire the whole of it. Just after Isaac Anderson opened his Union Academy north of Knoxville in East Tennessee, the United States through the Louisiana Purchase from France extended its border from the Mississippi to the Rocky Mountains. This immense territory, bought for $15 million, included all or portions of thirteen present States: Louisiana, Arkansas, Missouri, Iowa, Minnesota, North Dakota, South Dakota, Nebraska, Kansas, Oklahoma, Colorado, Wyoming, and Montana. In the very year that Maryville College was established, agreement was reached for the purchase of Florida from Spain. The College was seventeen years old when Texas won its independence from Mexico and elected as President General Sam Houston, who twenty years earlier had been an academy student of Isaac Anderson in Maryville; was twenty-six years old when Texas was annexed by the United States; was twenty-seven when the "Oregon Country" was divided by treaty with Great Britain; and twenty-nine when all the territory, now comprising California, Utah, Nevada, New Mexico, and Arizona, was obtained from Mexico, by war and purchase.

The development of the continent could be accomplished only by occupying land inhabited by Indian tribes long before America was discovered. There is no way of knowing accurately how many Indians there were when the first white settlers arrived on the Atlantic shores in the 1600's. But the number then within the boundaries of the present United States has been estimated as about 500,000. (The U. S. Census figure for 1900 was only 237,196; but for 1960 it was 523,591.) In the early years they were a primitive people, many tribes were warlike, and life on the frontiers was perilous. Stories of Indian massacres have become part of the American folklore. Their resistance to the white man's advance is understandable, even though individuals and government had to overcome this resistance, or retreat from the continent. The record contains many accounts of brave, just, and wise dealings. Yet some of the most regrettable acts in the nation's history were connected with the "conquest" of the American Indian. The ways in which he was often forced from the land which he considered his own cannot be defended with good conscience. The Cherokees, one of the most civilized of the Indian tribes, lived in the very country where Maryville College is located and some were enrolled as students. But in 1838, a majority were deported by U. S. armed forces to Indian Territory (Oklahoma). Many took refuge in the Great Smoky Mountains and their descendents are today on a reservation in western North Carolina, over the mountains from Maryville.

In more recent times, the federal government has endeavored to develop a constructive and benevolent national policy. Every Indian has been allotted a limited amount of land within assigned Reservations where there are provided needed economic, health, and educational benefits. Some Reservations have been discontinued (as in Oklahoma) and the Indians integrated as citizens of the United States. But the unfortunate events of the past cannot be changed, and the overall problem of the American Indian's status and development in the American nation has not yet been adequately solved.

As settlements moved westward across the continent, there were various types of pioneers. The first always was the hunter and trapper—Daniel Boone in Tennessee and Kentucky, Jim Bridger in the Rocky Mountains, and a procession of others. There were the explorers like Lewis and Clarke, the gold rushers, the cowboys, the soldiers like Captain Pike, the missionaries like Marcus Whitman, the educators like Isaac Anderson in the old Southwest and Sheldon Jackson a half century later in the new Northwest.

With the passing of time, life on the frontier has, of course, been idealized. It has been extensively reproduced in motion pictures, and in the 1960's, televised "westerns," adventures of Daniel Boone, and other stories of the frontier have been very popular. Many are skillfully done, but they are recognized as freely imaginative and fictional, picturing chiefly dramatic episodes (often with an unbelievable amount of shooting), rather than the daily toil, resourcefulness, and endurance that gradually transformed the frontiers.

Life on every frontier, including that in Tennessee, was in reality harsh and demanding. Not only was there for the first pioneers the danger of attack by Indian tribes; there were the wilderness, the desert-like plains, the mountains, the rocks, the mud, the dust, the loneliness, the ugly little towns with their saloons and trading stores. There was the lack of schools and churches and medical care and money and news and firm government. The frontier was no place for weaklings. To survive at all was a rugged business for men and women alike, and the possibility of building a society of comfort, culture, and character must have seemed small.

Yet before the nineteenth century closed, there were farms, ranches, factories, towns, and cities from the Atlantic to the Pacific. There were Pittsburgh, Chicago, and Omaha; Atlanta, Memphis, and New Orleans; Denver, Salt Lake City, and San Francisco. The acquiring, settling, and developing of the vast region west of the Appalachians within the century fills one of the truly amazing chapters in the history of civilization.

It could not have happened without qualities of personal strength which frontier life bred in a large proportion of the pioneers. There were the uncouth and unscrupulous. But in many men, women, and youth, the frontier developed characteristics possessed, for example, by the founders of Maryville College. One was self-reliance, for frontiermen had to learn to stand on their own feet. This produced an emphasis on individual rights and responsibilities, which are basic elements in American democracy. The conviction that "all men are created equal" was strengthened by the fact that men were judged by what they were and what they did rather than by their social class or background. The unusual freedom of the frontier fostered a spirit of independence, a quality especially prized in America and one essential to effective and progressive living in every age and situation. But it often ran to extremes and produced lawlessness, which made necessary on every frontier community organization in the interest of law and order and cooperative effort.

Maryville College was established twenty-three years after Tennessee became a State; twenty-four years after the town of Maryville was incorporated as the county seat; and but thirty-four years after Fort Craig and the houses of the first settlers were built where the town was later established. The conditions of the region then and for many more years were those of the frontier. It was still fifteen years before the first settlement of Chattanooga or the incorporation of Chicago, and over thirty years before the first railroad connected Chicago and the Atlantic seaboard. By the fastest mode of travel (on horseback) when the College was founded, it took a week to go to the Tennessee state capital, three weeks to reach Washington the nation's capital from 1800, and a month for Isaac Anderson to ride to Philadelphia.

It was 1868 before the first railroad to connect Maryville with Knoxville and the outside world was completed. Plans for this road were initiated in the 1850's but evidently were pushed aside by the War. Railroad bridges were built across the Tennessee River at Knoxville and Little River five miles from Maryville. The first general traffic bridge across the Tennessee River at Knoxville was a pontoon one laid by the Union Army in 1863 and acquired by Knox County after the War. A wooden bridge on stone piers was built in 1873, and it was 1898 before concrete and steel replaced wood.

It was because the churches on that developing frontier had a dearth of educated ministers that the Southern and Western Theological Seminary (Maryville College) was founded in 1819.

Name

There have been two names. Both identify the location—from 1819 to 1842, the region; since 1842, the community.

Southern and Western Theological Seminary, the name given at birth October 19, 1819, described not only the kind of school being projected but also its general location and the far-flung region it was intended to serve. If this seems to us overly ambitious and a little presumptuous, we do well to recall that, although by 1819 there were twenty-two States, this was the first theological seminary on a graduate level to be opened anywhere west of the thirteen original colonies.

Before the Revolution what is now Tennessee was part of North Carolina which extended to the Mississippi River. After the Revolution North Carolina ceded that part west of the Great Smoky Mountains to the new United States on a two year option. Fearing delay in setting up a government, John Sevier and other leaders west of the mountains formed what they called, in honor of Benjamin Franklin, the State of Franklin. It lived four years, then went out of existence when the United States accepted the region from North Carolina. In 1790 Congress enacted a bill, modeled after the famous Northwest Ordinance of 1787, creating the Territory of the United States South of the River Ohio, commonly called the Southwest Territory, and William Blount was appointed territorial governor. The town of Knoxville was laid out at the site of White's Fort on the Tennessee River, and Governor Blount built there a weatherboarded log house as his executive mansion.

After six years the Southwest Territory, extending 500 miles from the North Carolina line west to the Mississippi River, found it had a population of 60,000, the minimum required for statehood. In 1796 it was admitted as the sixteenth State of the Union and given the name Tennessee. There is no factual record of how this name, which is a revised spelling of a Cherokee Indian name, was selected; but one tradition says it was suggested by Andrew Jackson, then a young lawyer of twenty-nine. Two decades later the Southern and Western Theological Seminary was established in East Tennessee, still regarded as part of the southwest frontier.

Maryville College became the legal name in 1842. Undoubtedly the original name had been abbreviated in ordinary conversation to "The Seminary," or "The Seminary at Maryville." Within a few years it was being called "The College at Maryville," and for good reason. When five years old, the seminary department had only six theological students, whereas the college and preparatory departments had thirty-eight; and after twenty years the numbers were nine and sixty-one. Regardless of name, it had become primarily a "literary" college, with a theological department. The Tennessee Legislature, under pressure of jealous religious groups for over twenty years refused to charter the Seminary, but in

1842 it granted a charter to the same institution, with the same directors and faculty, under the new name of Maryville College.

Why a name like Southern and Western College or Southwestern College was not chosen, we can only conjecture. But it is well that this was not done, since the Southwest of the 1840's in time became the Southeast. The student body was largely from the immediate area, and it might have been called Blount College for the local County, which had been named in 1795 for the Territorial Governor. But that name had been preempted, when in 1794 a Blount College (antecedent of the University of Tennessee) was founded in Knoxville. Therefore, the college at Maryville took the name of its town, in 1842 a small village of 250 inhabitants. When Blount County was formed in 1795, a county seat town was laid out beside Fort Craig, one of the string of forts built a decade earlier by white settlers along the Indians' Great War Trail that ran from Virginia to Chickamauga in northwest Georgia. This town was named Maryville for the Governor's wife, Mary Grainger Blount.

At the present time there are on the maps three towns in the United States by the name of Maryville—in Tennessee, Missouri, and Illinois, the one in Tennessee being the oldest and largest. There are some ten named Marysville, and the two spellings are sometimes confused. That the common and historic name of Mary should be frequently used is not surprising. There are today two colleges in the nation by the name of Maryville—one in Tennessee and one in St. Louis, Missouri, Maryville College of the Sacred Heart, a Roman Catholic four-year college for women.

In its second century Maryville College's clientele has become national as well as regional and local. Occasionally there have been questions as to whether a name so local is the best possible one. But so far as this writer knows, there has been no serious discussion of changing it except once a hundred years ago, and then for a quite different reason. The Directors proposed to William Thaw of Pittsburgh, the major donor in re-establishing the institution after the Civil War, that the name be changed to "Thaw College." But Mr. Thaw wisely vetoed the idea.

Many American colleges and universities are named for places, large and small: most of the tax-supported institutions, of which there are approximately 800, and a considerable number of those which are independent or church-related, such as Princeton, Boston, Chicago, Lake

Forest, Wooster, Grove City, Berea, Birmingham-Southern, Knoxville, Maryville. Also Maryville College is an unusually euphonious and convenient name, which in the past century and a quarter has become widely known and respected, and is regarded with affection by thousands who have studied under its auspices.

Student Clientele

From its beginning Maryville has had some students from a distance. In its first graduating class was Eli Sawtell who had walked eleven hundred miles in two months from New Hampshire to study under Isaac Anderson. But for obvious distance and travel reasons, most students in Maryville College through the nineteenth and early part of the twentieth century came from the surrounding area. In 1880 the total enrollment was approximately 200, of whom only two were from outside Tennessee and three fourths lived in Blount County where the College is located. In 1900 three fourths were from Tennessee and one half from Blount County. In the Centennial year of 1919, four fifths were still from the Southern Appalachian States and two thirds from Tennessee, with one fourth from Blount County. Since the mid-1930's students have been more nation-wide in background. Currently fewer than one third are from Tennessee, and fewer than one half from eleven Southern States, a distribution which the College would like to see revised.

As long as there was a preparatory department some students came from the mountain coves a few miles away. Just before and after the turn of the century, Maryville College became known in the North as an institution serving under-privileged youth of the southern mountains. For many years this furnished the most effective appeal for gifts. But it resulted in an image of the College, not always accurate, which was not very popular on campus and was slow to change even after considerable change in conditions. The writer recalls from his own student days as late as 1915, the occasional disappointment of benevolent visitors from the North at finding that, contrary to some reports, all students were wearing shoes. A unique and valuable service was provided. After the preparatory department was closed fewer young people came from the remote areas because few were academically prepared for college work. Since then radical changes in communication and travel have almost put an end to the remoteness, and have enlarged the contacts and educational opportunities of all who live among the Appalachian Mountains.

The new facilities for travel, which in recent years have brought students from afar, have at the same time taken local young people to other institutions. A majority of college youth in Blount County now commute to the University of Tennessee with its wide range of offerings and its lower tax-subsidized fees. It is not possible to predict with certainty the future influence on student clientele of such geographical elements as nearness to the State University, absence of large United Presbyterian population in the South, and the existence of fifty other colleges and universities within one hundred miles of Maryville.

Economy

Frontier—War of Secession—Reconstruction—Appalachia! For more than a century these created two major, persistent college problems: a student clientele of slender means, and limitation on gifts from the area. Formerly officials and friends referred with pride to Maryville as "the poor man's college." In the more prosperous and sophisticated recent years, this designation was disliked and discarded. Yet it is true that until a few decades ago neither students nor alumni as a whole could be called affluent. Many became teachers, ministers, or housewives. One long-term result of the fact and feeling of limited financial resources was a natural tendency to be at times a little "penny wise and pound foolish" in construction and maintenance expenditures, as some of the facilities later revealed.

But outweighing the negative results were some valuable positive ones: an increasing realization that the primary qualifications for going to college are other than the accidental possession of parents with financial means; experience in operating a high standard institution on a small budget; development of a unique student-help program; continued enlistment of supporters in other parts of the country; cultivation of democracy in the campus community. Changed economic conditions have brought some modification of philosophy and methods, but geographical influences on Maryville's economy will be felt for a long time to come.

Curriculum

The initial theological curriculum was due to a shortage of educated ministers and a total absence of theological schools on the southwest frontier. Then the college and preparatory departments became immediate necessities because schools to prepare students for theological study were not accessible.

As the years passed and the Seminary disappeared, the preparatory (academy) department was still needed until well into the twentieth century. There were no public schools, and just when the State of Tennessee might have made a beginning with a school system, the Civil War engulfed and impoverished the whole South. It was not until 1873 that the first creditable public school law was enacted. Money was scarce, people were divided, government was disorganized, and progress slow. Further legislation, especially in 1907, 1909, and 1917, and better general conditions brought improvement in the schools. But the first tax supported high school in Maryville and Blount County was not established until 1913 and did not graduate its first class until 1919. Many other smaller Tennessee counties were behind this schedule.

Therefore, to meet this area need until there were public high schools, Maryville College maintained a preparatory department, and much of the time until 1916, also sub-preparatory classes. In fact, prior to World War I enrollment in the preparatory department always exceeded that in the college. In 1900 it was three times and in 1915 twice as large. In 1920 the numbers were approximately equal; and in 1925, at the end of a four year closing process, the preparatory department was finally discontinued.

The influence of geography on curriculum content has not been comparable to that on the levels of work offered. Classical studies were long common alike to city and frontier institutions. Location probably did account in part for the teachers courses at Maryville in American education's "normal school" period before World War I; and being outside metropolitan areas probably helped resist the temptation to add numerous vocational training classes. Without doubt the proximity of the University of Tennessee in Knoxville, with its professional and graduate schools, has been a factor in keeping Maryville's curriculum in an undergraduate liberal arts framework.

Church Support

A large proportion of the pioneers in the Southwest Territory were of Scotch-Irish and English Puritan Presbyterian descent. But as the years passed, other denominations with equal zeal and lower educational requirements for their ministers outnumbered the Presbyterians. The first settlers had few resources; the Civil War destroyed what was being acquired and divided the church; prosperity came slowly. Consequently the Synod of Tennessee, two years old when it founded the College, and its successor the Synod of Mid-South have looked upon themselves as "receiving" synods in home-mission territory rather than as "giving" synods. Until the mid-1960's the sponsoring Synod was not a source of more than nominal financial support for the College. Recently the contributions have increased materially; but there are today in the Synod of Mid-South at least five colleges and six Westminster Foundation university centers bidding for support.

As a United Presbyterian college in a region where a large majority of Presbyterians are adherents of the sister Presbyterian Church divided from the original Church by the Civil War, and where in fact the major portion of the total church population is not Presbyterian at all but predominately Baptist and Methodist, Maryville has never had among Presbyterians in the area either a financial or student clientele comparable to those of Presbyterian colleges in the strong synods.

Religious Program

Geography has had a more constructive effect on the College's religious program. While religion was largely ignored on the frontier, it was not opposed. An earnest, thoughtful emphasis on the campus was accepted even by students from extreme emotional religious backgrounds. In the latter part of last century and the early part of this, the South gave attention to personal religious profession to such a degree and in such a manner as to be nicknamed, usually in derision, the Bible Belt. Part of the derision was deserved, but not all. At least religion, even though often badly understood and expressed, was counted important.

For a longer period of time than might have been the case in northern metropolitan areas, the College was able to maintain, with good response from students and faculty, some time-tested methods of developing Christian belief and character. College leaders elsewhere frequently asked how Maryville succeeded so well with such programs as its full Bible and religion curriculum, its traditional February (evangelistic) Meetings, its required daily chapel. Part of the answer was that Maryville is in the religiously oriented Protestant South and that the increasing numbers of students from other areas have been from church groups attracted by the College's continued frank emphasis on intelligent Christian training. Of course, the South has become more and more urban and sophisticated and the tendency to emulate well-known institutions in other areas now flows easily across all geographical lines.

Prestige

Isaac Anderson, trying to persuade educated ministers into the southwest frontier, once said factiously but with more historical insight probably than he realized: "There is a feeling common to our race that the qualifications of those who live west of us cannot be of the first order." Most people are familiar with that feeling in themselves and in others. It may be directed variously to the "west" or "south" or "small town" or "little college" or otherwise.

Perhaps it is inescapable that the strength and quality of a relatively small college, located in a relatively small city in the South, will often be underestimated. However, although so located, Maryville is in fact highly regarded in all parts of the country; and its prestige is highest among those who are best informed about colleges in general and Maryville College in particular.

The Future

The future character and progress of Maryville College are bound up with a whole series of geographical factors. The directors, officers, and faculty know full well that neither the State nor the wider South is strong United Presbyterian territory; that in Tennessee there are 26 church-related colleges, 11 independent colleges and universities, and 10 supported by state taxes and enrolling an increasing number of Tennessee's students; that the smaller city of Maryville is in the shadow of the larger city of Knoxville; and that Maryville College is likewise in the shadow of the larger University of Tennessee.

But those charged with planning Maryville's future report that as they approach the Sesquicentennial they are much encouraged by the College's deep foundations in Tennessee; the continuing nation-wide distribution of the College's clientele; by its solid reputation for both thoroughness and progressiveness; by the South's recent rapid progress and large future potential; by the area's increased desire for quality higher education; by the growth of responsible support in the community and territory; and by Maryville's geographical centrality in the eastern United States: two hours by plane from New York, Chicago, St. Louis, and Tampa; one hour from Memphis and Washington.

Maryville College's 375-acre campus adjoins the twin cities of Maryville and Alcoa, with a combined population of 20,000, at the center of Blount County with 60,000. Alcoa has one of the world's largest aluminum manufacturing plants. Thirty-five miles away at Oak Ridge is one of the world's principal atomic power centers. In nearby Knoxville are the headquarters offices of the Tennessee Valley Authority (TVA) and in East Tennessee are many of its large installations. Twenty miles to the east is a main entrance to the Great Smoky Mountains National Park. Maryville College is located in one of America's most scenic and pleasant regions; and near some of its most important enterprises.

Chapter 3 The Maryville College Campus

THE CATALOG current at this writing states: "The Maryville College campus of 375 acres, at an elevation of 1,000 feet, is one of unusual natural beauty. About one third of this area constitutes the central campus on which 24 buildings and the athletic fields are located." Another one third is woodland (The College Woods) and the remaining one third consists of rolling fields formerly used as the college dairy farm. Behind this description is a 150-year campus history of expansion and development—and people.

The College's forerunner, Union Academy, popularly known as Mr. Anderson's Log College, conducted for the ten years between 1802 and 1812 by Isaac Anderson, founder of Maryville College in 1819, was located on his farm ten miles northeast of Knoxville and 25 miles from Maryville. As reported elsewhere in this volume, there is a real relationship, through their common founder, between Union Academy and Maryville College. But, although the Academy was important in the life and work of Isaac Anderson, its relationship was not an institutional one, or direct enough to put it into the chronological history of Maryville College or its campus.

The College has had two campuses. After beginning in a rented house, it acquired a half-acre campus of its own at the center of the town, and occupied it for fifty years. Then, a century ago, it moved to new buildings on the front 60 acres of the present campus, about a half mile across Pistol Creek and two little valleys from the first campus.

The First Campus: 1819–1870

Long before the Synod of Tennessee took its historic founding action of October 19, 1819, candidates for the ministry were being instructed by Rev. Isaac Anderson in his home and church. That was a standard practice of the times, and was necessary on the American frontier where there were no theological colleges. Experienced ministers frequently had prospective ministers studying under them, just as young men "read law" under experienced attorneys. In this way Isaac Anderson himself had received much of his training in Virginia and Tennessee. His class of five in 1819 probably had begun their study for the ministry on this plan.

The Little Brown House—Rented

The first building used for instruction, other than the Presbyterian Manse, was described as a "little brown house" (brown from age and weather, not paint). It was on Main Street, now Broadway, in Maryville, across the street from the present Broadway Methodist Church. It was rented, probably late in 1819, and with the Manse and New Providence Church it provided the only available class rooms for two or three years, until the first building owned by the College was completed. In that time the enrollment increased from five to fifteen, living in homes, including Dr. Anderson's.

A Campus Purchased

The Directors purchased its first property in 1820, during the institution's opening year, for $600. It consisted of a small (25′ x 40′) unfinished building "of brick, two stories high, with six fireplaces," on a back corner of a half lot at the south corner of Main Street (Broadway) and what is now called College Street. Construction of this unfinished building, originally intended as a "female academy," had been started five years before, and modest as it was its completion took another two or three years, for lack of money. In 1824 an adjoining lot and a half, on which were two small frame houses, was purchased for $400. Thus, at the end of the first five years, Maryville College, still under the name "Southern and Western Theological Seminary," possessed a campus covering two adjacent lots (about half an acre) measuring approximately 133 feet on Main Street (Broadway) and Church Avenue, and 166 feet on present-day College Street. On this ground in 1824 were: the brick building with six rooms—for classes, library, and student dormitory; and two poor little frame buildings used for a year or two as boarding houses for students until purchase of the farm, and some time later removed to make room for the "Frame College."

The Campus Buildings

That first little brick building became known as *The Seminary,* and housed the Theological Department until the Civil War. Bivouacking soldiers of both sides gradually demolished it to get its bricks and wood for their ovens.

In 1835, a second academic building, started six years earlier, was completed on the half-acre campus. It was half again as long as the Seminary, also had two stories, was known as *The Frame College,* and housed the Literary Department for the next twenty years. When it was first occupied in 1835 the total enrollment was 98, of whom four fifths were in the Literary Department, with but one fifth in the Theological Department. In 1856 the Frame College building was torn down to make way for a larger *Brick College,* begun in 1853, partially occupied in 1856, but never finished. In Dr. Wilson's terse words, "the War found it incomplete and left it a ruin."

This unfinished Brick College must have seemed very large to those who passed by on the village's main street in the late 1850's. It had three stories and was 110 feet long, nearly three times the length of its companion on the campus, the two-story brick Seminary. And it has a special significance in the later history of the College's campus; Anderson Hall erected on the new grounds after the Civil War was practically a reproduction of the Brick College.

Other Properties

Two other pieces of property were acquired by the College before the Civil War. One was *a 200-acre farm* purchased about 1826 with funds ($2,500) raised by the College's financial agent, Eli Sawtell, with a house and other buildings on the "south hills," contiguous to the "east hills" which nearly a half century later became the new campus. A boarding house was set up there and the farm was operated as a student-help enterprise until discontinued after a decade. Dr. Anderson seems to have had it in mind to move the whole institution to that location, but this did not materialize. When the student work plan played out, keeping the farm became a serious financial burden and it was sold in the middle 1830's. Twenty-five years later there was a plan to buy back fifty acres of it as a campus, but that was cancelled by the War. In the 1960's, over a century later, that early college farm is a principal residential section of Maryville, across Court Street from today's campus and extending to the south and west.

The other property was more modest. It was a frame house and lot on today's Church Street, next to the city library, in the same block as Dr. Anderson's manse. It was but a few steps from the main campus, being acquired probably in the 1850's, and was always called *The Boarding House.* After the War and final collapse of the brick buildings it served several months also for classes.

Ruined and Abandoned

"At the beginning of the Civil War. . . . The real estate consisted of two half-acre lots [two locations] with three buildings—one wooden (the boarding house), one small brick, and a large brick unfinished." So wrote Professor Lamar, who after the War became the second founder. The College was closed in April, 1861, and five years of war and neglect left little but the ground. When Professor Lamar reopened it in September, 1866, the original little brick Seminary building was gone; the doors, windows, and equipment of the Brick College had been used by the camping armies; and the wooden boarding house on Church Street was war and weather beaten. No money and few materials were to be found in Tennessee for repairs.

Although the three-story dilapidated Brick College was declared unsafe, it was used for instruction and as a dormitory for four years, until in the Spring of 1870 an outside wall collapsed on a Sunday afternoon when fortunately no one was in the building. By that time the new campus had been purchased and the construction of Anderson Hall started. Classes met in the boarding house and other temporary quarters until the Fall, then moved to the "magnificent" Anderson Hall on the new campus. Although the student body which began at 13 in 1866 was now up to 60, of whom only one half were local, lodging and boarding were managed in town until Baldwin and Memorial Halls were completed a year later.

The ruins were soon cleared from the lots that had been the first campus. They were retained by the College, and for twenty years after 1870 stood vacant. In 1887 they were transferred, by a conditional deed, without charge, to New Providence Presbyterian Church, which in 1890 erected on them a new church building. During the century before this time, the Church had occupied three different buildings farther west on Main Street, at the present corner of Broadway and Cates Street, where the old New Providence Cemetery still remains. In 1952 the College executed a quit claim deed to the Church, in effect removing the conditions of its 1887 deed. The Church sold the property to business interests, and erected a new building outside the downtown area. At the time of this writing, part of that first campus is owned by Blount National Bank and part by Blount Properties, Inc. On it are a parking lot and two buildings, including one occupied by a Woolworth store. The Boarding House and lot on Church Avenue was sold by the College at a nominal price to the Second Presbyterian Church of Maryville, a Negro congregation which in the 1960's merged with New Providence Church.

The Second Campus
(Since 1870)

The second campus has been the site of the College for a full century. Fortunately there is an abundance, even a surplus, of space (375 acres), in an unsurpassed natural setting.

The Grounds

The first sixty acres were purchased from Julius C. Fogg, at a price of $1,691.50, of which $1,000 was in cash and the balance covered by a note. The deed is dated October 16, 1867, only two days after the College received a contribution of $1,000, the largest gift in the institution's history to that time. It was from Mr. William Thaw of Pittsburgh, a new friend who with his widow was to become the leading benefactor in the

College's first century. Professor Lamar, then Chairman of the Directors and Acting President, and John P. Hooke, Treasurer, moved rapidly to the purchase. The idea of a larger campus was by no means new. Isaac Anderson had dreamed of it. The second President, John J. Robinson, and Professor Lamar went so far in the late 1850's as to give their personal notes for $2,000 to secure an option on fifty acres of the former college farm in the south hills.

But the War put an end to the plan, and when it left the buildings in ruins, new facilities became imperative if the College was to operate at all. Therefore, the $1,000 gift was used immediately for the purchase of a new larger campus. The best location then available was on the east hills adjoining the south hills, a fortunate circumstance, as one can see now. October 16, 1867, the date of that purchase, is one of the red-letter days in Maryville College history, although it would be another year before there was money for the first building on the new grounds—a residence for Professor Alexander Bartlett; and nearly three years before Anderson Hall was ready for classes.

Expansion of the grounds from 60 acres in 1867 to 375 in 1967 is traced in the table below. No chronological report of this has heretofore

Land Acquired

Dates	*Deeds from*	*Identification in 1968*	*Acres*
1867, Oct. 16	Julius C. Fogg	Front and Central Campus	60
1871, Apr. 12	Isaac Emory	Present Lamar Ave. and R.R.	5
1881, May 31	Thomas J. & Martha A. Lamar	College Woods	187
1892, Aug. 6	M. J. George	The Corduroy	2
1916, July 12 1925, Nov. 25	Mrs. Martha A. Lamar	Site of new (women's) dormitories	20
1928, Apr. 28	C. A. Sullinger	Site of present Heating Plant	2
1925, July 22 1933, July 13 1939, July 15	John M. Alexander	Alexander houses and ground	7
1934, Oct. 22	Thomas N. Brown	Dairy Farm	46
1945, July 18	A. M. Gamble	Land north of Tuckaleechee Pike	64
1892 to 1968	Miscellaneous Parties	A dozen or more lots adjoining N and NE campus boundaries	7
		Total land acquired	400

been compiled. The dates are those on which deeds to the College were executed. The acreage of the small tracts, some of which were called "lots," is necessarily approximate. The difference between the 400 acres acquired and the 375 acres estimated to be in the present campus represents certain tracts sold or given to others. Most previous writings have referred to the original purchase of 1867 as one of 65 acres. But the deeds show two purchases, one of 60 acres, another of 5 acres, four years apart.

Purchase of the College Woods. By far the most important expansion, the one which put the Maryville campus among the finest in America, was that of 187 acres in 1881. It quadrupled the size, already large for the small institution Maryville was in those days. It included the College Woods made up chiefly of tall oak trees, which in other hands probably would have been sold off. The catalogs in the 1880's announced that "the College grounds consist of 250 acres, and for beautiful scenery are not surpassed by any in the country." The acres are more now, but the other part of the description remains true.

That 187-acre addition came about through the foresight of Professor Thomas J. Lamar, second founder, President P. Mason Bartlett, and the Board of Directors. This story has not been told, probably because of its relationship to a major controversy of the period. Linking the brief official record entries with the general situation and specific events of those years, the following picture emerges.

In the early 1870's, soon after the new campus was occupied, the large adjoining tract of 187 acres, to the southeast, became available at $21 per acre, $7 an acre less than the original purchase price of the 60 acres in 1867. It is not difficult to imagine the reasons for acquiring this land which arose in the minds of the College's officials. But in addition to money, there was another serious problem. A suit had been instituted in 1872, by the former President and eighteen other pre-War directors against the new Directors and President, claiming ownership of the College and its property. This suit was finally settled in favor of the College, but not until 1880. For almost a decade it was a major obstacle to all appeals for capital funds, and with it hanging over their heads the Directors naturally hesitated at a large capital purchase such as this addition to the campus, no matter how excellent the opportunity.

In any case, the records show that on January 25, 1873, one

G. A. W. B. Thompson, Executor of the Will of James Thompson, executed to T. J. Lamar a Title Bond (a devise no longer used), guaranteeing to convey to him this property at a price of $4,007. Professor Lamar, who was also a Director, signed a note, secured by P. M. Bartlett, President of the College and Chairman of the Directors, and by J. M. Greer, who was not officially connected with the College. Three years later, on December 3, 1875, Mr. Thompson, in compliance with the provisions of the Title Bond, deeded the land to T. J. Lamar for $4,007. After another five years, on May 31, 1881, the lawsuit having been won in June, 1880, Thomas J. Lamar and his wife Martha A. Lamar executed a deed for the 187 acres to The Directors of Maryville College, for "one dollar," and stated that the original purchase money had been paid by the Parties of the Second Part (The Directors of Maryville College). Professor Lamar more than once during the preceding quarter of a century had assumed personal risk and expense for the College; he had reestablished it, had raised most of the money to rebuild it, and the College had been in debt to him almost continuously for delinquent salary. And it was he who secured and saved the institution this valuable addition to its permanent campus.

The College Woods have been one of the most prized features of the campus since 1881. But the tall oak trees there have meant problems as well as beauty and inspiration. Although oaks are long lived, time and storm take their toll. Shall trees be allowed to stand until they fall, then be used in the decreasing number of fireplaces? Or shall they be cut when ripe in the judgment of foresters with eyes for good saleable lumber? The former course, dictated by educational and aesthetic concern, has been followed except for brief periods. For instance, as a business venture in the mid-1950's, a rather large number of the big trees were marked, felled, and sold. This produced some extra income for that year. But cleaning up the woods afterward was a long process, and college officials, realizing that it takes a century to grow a tall oak tree, will be slow to give economic considerations priority in College Woods policy.

An Amphitheater, near the center of the College Woods, was developed in 1935 and succeeding years. The natural contour of the ground, the stream creating a graceful outline for the stage, the lofty trees, and the man-made improvements, all combine to produce one of the most beautiful and spacious outdoor theaters to be found on any college campus.

Later Expansion. There have been also other useful additions, large and small, such as the Corduroy, the present heating plant site, the Alexander property, the dairy farm, the Gamble land. An addition especially valuable in the current building plans was that of twenty acres from Mrs. Lamar. It lay along the northeast boundary of the central campus, with a house on high ground to the east. This was the residence first of Rev. Ralph Erskine Tedford, Recorder of the Board of Directors through the decade immediately after the Civil War, and father of the second Mrs. Lamar; then of Professor and Mrs. Lamar, and finally of Mrs. Lamar, until her death in 1921. The Margaret Bell Lloyd Residence for Women was built in 1959 on the site of the old Lamar House, which had been removed in the 1930's, and in 1966 two more women's dormitories were erected nearby, also on the Lamar land. At various times the College has owned off-campus properties in the city, some of them just across the street, but they have been handled as investments, not as parts of the campus, and there has been a gradual disposing of them.

Since World War II, ten or fifteen acres at outlying edges of the enlarged campus have been sold: on Tuckaleechee Road as business lots, on Wilkinson Road as residential lots. The latter tract, although part of the College Woods, was separated from the main area by a public road cut by the County through the far southeast corner of the campus. A small parcel of campus land on Tuckaleechee Road was given to Blount Memorial Hospital to square up its grounds.

The Buildings

There is no one way to count the number of buildings on any college campus. On that at Maryville, it is asked: Shall the house, big barn, milking barn, and milk treatment unit, a group three quarters of a mile from the central campus, be counted four buildings? Shall Morningside, its three-car garage with a second floor apartment, and the accompanying five-room brick guest house be counted three buildings? Shall the heating plant and adjacent residence be counted two buildings? Shall the new greenhouse be considered a separate building? Shall the chapel and theatre be counted as one building or two? Several central campus structures are scheduled to be replaced or have always been listed as temporary. Yet all are college properties now within campus limits.

If for the moment we count them all, in order to get a complete picture, we might say there are about 40 buildings, large and small, on the campus of Maryville College in its 150th year. A more accurate number for those being used directly by the College in its operation is about 30. In tracing their history, it will be noted that four of the older central buildings (Anderson, Baldwin, Fayerweather, Pearsons) were at various times greatly enlarged, in lieu of constructing additional separate buildings; and that the replacements for Carnegie and Voorhees Chapel, lost by fire, and of the outmoded first heating plant, are much larger than the originals.

Most major buildings have come in a half dozen building periods. These periods correspond to forces at work both within the College (need, campaign programs) and in the nation (depression, war, prosperity, federal funds). In looking down the column of dates in Appendix F, one's attention is drawn especially to such periods as 1868–1871; the 1890's; the years around 1910; those before and after the 1919 Centennial; the 1950's; and the years since 1966, the Sesquicentennial campaign period in which the number, quality, and size of new buildings are notable, and the financial investment unprecedented at Maryville.

Chronicle of Buildings and Facilities on the Present Campus. A table under this heading is given in Appendix F, that there may be an easily accessible chronological record of the years in which buildings and other facilities were completed or removed, and of the principal general sources of building funds.

Major Fires. In the history of the College three campus buildings have been destroyed by fire: (1) the one first built on the new campus in 1868 as a residence for Professor Alexander Bartlett, toward the woods from the present Thaw Hall, which burned and was rebuilt about 1904; (2) Carnegie Hall in 1916; and (3) Elizabeth R. Voorhees Chapel, whose basement housed the music department. Carnegie was rebuilt within a year with funds from insurance and an emergency campaign. The music facilities lost with Voorhees Chapel were replaced after three years by the Fine Arts Center, with five times as much space and vastly improved equipment. It was another four years before the Chapel was replaced, Alumni Gymnasium serving meanwhile as an auditorium. When the Samuel Tyndale Wilson Chapel was completed in 1954, it contained a large auditorium, a theatre, a small chapel, and various other areas, totaling five times the space in the former Chapel.

While there is little comparison of the buying power of a dollar in 1906 and one in 1950, yet there is some indication of the new day on the campus in the fact that the over-all cost of the Fine Arts Center and the Samuel Tyndale Wilson Chapel and Theatre was nearly forty times the original cost of the Elizabeth R. Voorhees Chapel and its music facilities. The cost of building and equipping the new Chapel and Theatre was about ten times the amount received from insurance on the old Chapel. Raising so large an amount of money required several years and was not finally completed until the Sesquicentennial campaign was well advanced. But this extensive replacement is as permanent and functional as architects, concrete, steel, aluminum, brick, and glass in the 1950's could make it.

Quality and Style. The basic materials used until well into the 20th century were wood and brick. The first Maryville College building to have steel girders was the Fine Arts Center completed in 1950. Since then glass, concrete, and aluminum, as well as an increased amount of steel, have joined brick as the principal materials. Because aluminum was not yet available after the restrictions of World War II, the Fine Arts Center had to use wood in the windows and doors. In the buildings erected since that time there is very little wood except for interior decoration and warmth. It is interesting that although marble and sandstone are produced in the area, the College has never constructed a building of stone.

At this writing, of 25 buildings on the central campus, 20 have exteriors of brick, and five of wood. Four of the latter (all except Memorial) are scheduled to be replaced. Only two of the five wooden ones were put up by the College for permanent use, and one of them has now served nearly a century. Within the past year Baldwin Hall, a companion of Memorial, was removed. Three of the wooden buildings were contributed from World War II surplus, and were not intended to be more than semi-temporary.

Anderson (original part), Baldwin (original part), and Memorial, the oldest of the buildings were excellently constructed, even without steel. The first two consisted originally of the present front sections, corresponding to Memorial which was never enlarged. The additions to Anderson (1892) and Baldwin (1898 and 1904) were of less quality, the Baldwin additions being notably poor. In 1958 and 1959, Pearsons, Carnegie, and Memorial Halls were "rehabilitated" under the Federal Government's housing program; but chiefly because of the inferior quality of the Annex, and partly because of location on the campus, Baldwin was omitted and scheduled for removal when sufficient new dormitory space became available.

The buildings erected between 1871 and 1950 have been serviceable and sometimes impressive. But for the most part they reflect the persistent necessity of building cheaply to meet the space demands of a growing student body and curriculum. Beginning with the Fine Arts Center, the buildings constructed are of superior permanent materials and equipment, and represent thorough planning. Of course, as has been mentioned, the cost of each recent building is several times, even many times, that of any building before the Fine Arts Center, not only because of escalating wages and prices or of larger sizes, but in part also because of quality.

The white columns first used on Elizabeth R. Voorhees Chapel in 1906 (which burned in 1947), then on Pearsons, Carnegie, and Thaw, continue to be admired and remembered by students, visitors, and photographers. But the newer buildings are in a style which does not include white pillars, and in any case such pillars are now considered non-functional and too expensive. The past quarter of a century has seen some revolutionary changes in design. The term "modern architecture" was being used widely in the 1940's and 1950's. But the Fine Arts Center, designed in the late 1940's, was one of the first of these "contemporary" buildings in the area and for some time attracted locally both jesting and critical comment. That changed gradually to praise of its beauty, symmetry, and utility. The President received one prize letter from a prominent business man in another city expressing concern about the dangerous influence of "alien ideologies." From the preliminary drawings the building promised to be radically "different" and disinterested professional advice was sought. After looking at an aerial picture of the central campus, his remark was: "No good design will be out of place on a campus which already has buildings of all ages and styles and no apparent pattern." College officials, with more insight and foresight than they realized, accepted the "radical" proposal. And when completed the Fine Arts Center attracted national and international interest. It was prominently featured in a leading architecture journal as "perhaps the most architecturally significant building erected on an American campus that year." Wise and imaginative planning does not lead to duplication; but the Fine Arts Center set a general pattern for the buildings which have followed.

Architects. The architect for the first three buildings was a Benjamin Fahnestock of Knoxville, about whom little is now known. But the clean lines and proportions of Anderson's front section continue to win the praise of architects and others. The architect for Thaw Hall was Graf & Sons of Knoxville, who was also the contractor. The identities of those who drew plans for most of the other buildings before World War II have not been discovered by the writer. But the architectural firms of Schweikher and Elting, formerly of Chicago, and Barber and McMurry, of Knoxville, have designed and supervised all building and remodeling since the mid-1930's. Schweikher and Elting designed the Fine Arts Center, the Samuel Tyndale Wilson Chapel and Theatre, and the Margaret Bell Lloyd Residence for Women. Barber and McMurry were associated architects on the latter two buildings, and have been the architects on all other construction since they designed the College Gates in 1936.

Athletic Fields

Athletic fields have been expanded and improved with the intercollegiate and intramural programs. The baseball field, greatly improved by grading in the 1920's, has been in the same location since before the turn of the century. A new football field, named for the College's veteran Athletic Director and Coach, Lombe S. Honaker, then retiring, was cut out of the edge of the College Woods in 1952. The old football field gets heavy use for a variety of outdoor sports, and other fields are being projected. There are tennis courts in different locations, the present varsity ones having been built near Memorial Hall in 1932.

The College Cemetery

In the edge of the College Woods toward the Central Campus is the little historic College Cemetery. At this time it contains approximately thirty graves, including those of the founder and first president, the second founder, and the second and fifth presidents.

The first person buried there was Rev. Ralph Erskine Tedford, first Recorder of the Board of Directors after the Civil War and father-in-law of Professor Lamar, the second founder. When he died in 1878, Professor and Mrs. Lamar were holding title, in behalf of the College, to the 187

MARY ELLEN CALDWELL
Head of Women's Dormitory, 1893–1897, 1904–1936; Dean of Women, 1913–1936; Dean of Women Emeritus, 1936–1945

GRACE POPE SNYDER
Supervisor of Women's Residence, 1936–1946

EDITH FRANCES MASSEY
Dean of Women, 1947–

ARTHUR STORY BUSHING
Assistant and Associate (1958) Professor of English, 1947–; Dean of Men, 1957–1965

EULIE ERSKINE McCURRY
Proctor of Carnegie Hall, 1921–1959;
Supervisor of Men's Residence, 1936–1959

MARY MILES
Assistant in the Library, 1948–1949;
Secretary and Director (1957) of
Student-Help, 1952–1966

WILLIAM PATTON STEVENSON
College Pastor, 1917–1941; College Pastor
Emeritus, 1941–1944

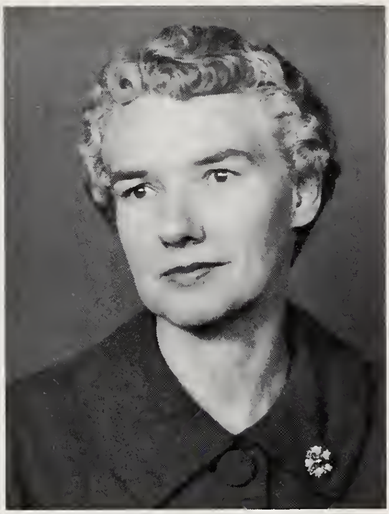
EDWARD FAY CAMPBELL
College Chaplain, 1961–

LOMBE SCOTT HONAKER
Director of Athletics and Professor of Physical Education, 1921–1959; Chairman, Division of Physical Education and Athletics, 1939–1959

BOYDSON HOWARD BAIRD
Director of Athletics, and Associate Professor and Chairman of the Department of Health and Physical Education, 1959–

HORACE LEE ELLIS
Principal of the Preparatory Department, 1914–1924; Librarian, 1924–1943

MARTHA RUTH GRIERSON
Assistant Librarian, 1940–1943; Librarian, 1943–1953



VIRGINIA TURRENTINE
Librarian, 1953–

MARGARET SUSANNA WARE
Dietician and Manager of the
College Dining Hall, 1934–

CLINTON HANCOCK GILLINGHAM
Professor of Bible and Religious Education,
1907–1929; Registrar, 1907–1926

ANNA JOSEPHINE JONES
Secretary to the President, 1915–1930;
Administrative Secretary, 1928–1934;
Assistant Registrar, 1918–1930; Registrar,
1930–1934

ERNEST CHALMERS BROWN
Campus Engineer, 1910–1961
(longest service in Maryville College history)

NANCY BOULDEN HUNTER
Secretary to the President,
1936–1964

VIOLA MAE LIGHTFOOT
Assistant in the Personnel Office,
1934–1943; Assistant to the Dean of
Students, 1943–1957; Registrar, 1957–

JANE BANCROFT SMITH ALEXANDER
English: 1883–1885, 1892–1893,
1904–1934

SUSAN GREEN BLACK
Biology: 1906–1950; Chairman, Division of Science

NITA ECKLES WEST
Dramatic Art: 1899–1901, 1904–1912, 1914–1947; Department Head

EDMUND WAYNE DAVIS
Greek and Latin: 1915–1950; Secretary of the Faculty

MARGARET CATHARINE WILKINSON
French: 1919–; longest teaching service in Maryville College history

EDGAR ROY WALKER
Mathematics and Physics: 1909–1955

GEORGE ALAN KNAPP
Mathematics and Physics: 1914–1938;
Department Head

JESSIE SLOANE HERON
English: 1919–1957

HORACE EUGENE ORR
Bible, Religion, and Philosophy:
1919–1958; Division Chairman

GEORGE DEWEY HOWELL
Chemistry: 1922–1968; Department Head

FRED ALBERT GRIFFITTS
Chemistry: 1925–1968; Chairman, Division of Science

GERTRUDE ELIZABETH MEISELWITZ
Home Economics: 1925–1964; Department Head

VERTON MADISON QUEENER
History and Debate: 1927–1958; Chairman, Division of Social Sciences

acres which included the College Woods and cemetery. In the Directors' Minutes of May 28, 1879, less than a year later and when this was still the only grave there, is the statement that President Bartlett and two other directors "were appointed to look after and report to the Board in regard to the college burial grounds." By the year 1900, ten faculty or members of their families and three students had been interred there, and there were a few burials in the early years of this century. But evidently interest lagged and maintenance was neglected. Some families became dissatisfied because the grounds were not cared for, and moved their people away, including the third President and one of the most prominent of the nineteenth century professors.

However, in 1933 the College rehabilitated this little cemetery and obtained an endowment for it. That same year the remains of Dr. Isaac Anderson, Founder and first President, who had died in 1857, and four members of his family, with their monuments, were removed from the old New Providence Cemetery in Maryville to the College Cemetery. Two years later the remains of Dr. John Joseph Robinson, second President, were brought from Atlanta. In the 1940's there were buried in the cemetery: Dr. Samuel Tyndale Wilson, fifth President, and Mrs. Wilson; Mary E. Caldwell, first Dean of Women; Fred Lowry Proffitt, sixth Treasurer; William Patton Stevenson, first College Pastor and Chaplain, and Mrs. Stevenson. And from time to time to the present other persons long closely connected with the College have been laid to rest there.

In 1960 the enclosure was enlarged and a permanent design of present and future locations made. In that same year the Directors adopted a resolution stating that: "In general, the following shall be eligible for burial in the College Cemetery: Administrative Officers, Faculty, Staff, and Directors of Maryville College, and their wives or husbands, and in special cases other members of the faculty, who in the judgment of the President (or in his absence the Chairman of the Board) shall have been related to the College for such unusual time and/or in such special way as to make inclusion in this private historic cemetery appropriate and natural."

Campus Master Plan

The new campus of sixty acres in 1867 was so extensive after living nearly a half century on half an acre, that the only master plan which seemed necessary was a high central location for the three buildings hoped for. Two and three years later they were built in a row along the brow of College Hill, facing the village. The next three were located in a row well behind these; and the seventh and eighth facing the first three, thus creating two campus streets. In 1892, as one of the many projects financed by the Fayerweather bequest, a topographical survey and map of the campus were made, which became the chart for location of some ten buildings during the next quarter of a century. Two basic principles dictated separating buildings enough to reduce fire hazard; yet placing them close enough together that walking from one to another does not require excessive time, thus avoiding a common building mistake of colleges with large ground area.

In each decade since 1930, a revised campus plan has been produced by the College, with professional counsel. On these plans a dozen permanent and temporary buildings have been located and others projected for the Central Campus. And at this writing, a new Sesquicentennial Master Plan for the entire campus is being developed.

Campus Benefactors

The names of most of the thousands of benefactors who have contributed service and money to Maryville College do not appear publicly, in some cases at their own request. But from time to time, in accord with common practice among colleges and universities, a building has been named for a donor of all or a substantial portion of the cost: Baldwin, Thaw, Willard, Fayerweather, Voorhees, Pearsons, Carnegie, Sutton. And other buildings bear names of some of the persons who have contributed significant personal service rather than money: Anderson, Lamar, Bartlett, Samuel Tyndale Wilson, Margaret Bell Lloyd.

Of all who have made possible the campus and plant possessed by the College at its Sesquicentennial, those who provided the funds to obtain the first land and erect the first buildings hold a unique place. To list all who followed them as campus benefactors is impracticable, and a partial list would be unfair. However, a true record cannot omit naming two (actually four) recent donors, as earlier major donors have been named elsewhere. The records show that each of these couples has made gifts larger than any others so far received by Maryville College in its long history. Glen Alfred Lloyd, Class of 1918, a younger brother of

Maryville's sixth president, and his wife Marion Musser Lloyd, of Chicago, provided the funds to build and equip the Fine Arts Center completed in 1950 and enlarged in 1961; and directly and indirectly have given other large sums for capital and current purposes, usually requesting anonymity. Algie Sutton, Class of 1929, and Mrs. Sutton, of Greenville, South Carolina, made large challenge gifts in the Sesquicentennial campaign and underwrote a substantial part of the cost of the Sutton Science Center completed in 1968.

Projections for the Future

The Sesquicentennial Development Program adopted by the Board of Directors in 1960 listed eight "future buildings and major improvements with priority through 1969," and eleven "other approved long-range projects" for years after 1969.

Since this program was announced, there have been some additions and some changes in the priority schedule. Several of the original long-range projects, including the two largest, have been moved to the "priority through 1969" list, replacing certain ones there, and increasing the number of priority projects from eight to ten. As this is written, seven of the ten have been completed.

Good progress is being made on the other three, and it is hoped that by the end of 1969 assurances of funds for them will be in hand. As reported in Chapter 1, these three are: (1) a Health and Physical Education building, to cost $1½ million, toward which the federal government has appropriated a grant expected to amount to more than $400,000; (2) enlarged Student Center facilities; and (3) a fireproof Library building, the first unit of which is estimated to cost $1 million. Added projects with early priority include major campus landscaping and additional athletic fields.

There are still other projections in the present long range plan, and new ones will certainly be made as the years pass. A physical plant is never finally completed. But Maryville College will enter the second half of its second century with buildings, equipment, and grounds infinitely advanced beyond those of any other period in its 150 years of service.

Chapter 4 Ownership and Control

THE CHARTER, granted by the State of Tennessee in 1842 and subsequently amended, vests ownership and control in "a body politic and corporate, by the name and style of 'The Directors of Maryville College.' " In 1941, for the sake of convenience, the corporate name was changed to Maryville College, but the powers and functions of the Directors remained unchanged.

The Board of Directors has power to regulate the "mode and manner of appointment" of its members. In practice, from the beginning (except for a brief period just before the Civil War, explained elsewhere), the Synod of Tennessee and its successor, the Synod of Mid-South, of the Presbyterian (now United Presbyterian) Church in the U. S. A., have elected the directors, and by request of the College continue to do so. In its first twenty-three years, before receiving a charter, Maryville College operated under a Constitution, which evidently assumed ownership and control to reside at that time in the Synod. The Directors were managing trustees, responsible to the Synod.

It is recognized that sponsorship by a Church requires that certain specified standards be met. Likewise, all institutions, private and public, operating under a State charter, are perforce under a measure of control from the State issuing the charter. However, the United States Supreme Court's famous decision in the Dartmouth College case in 1819, the year of Maryville's founding, established the inviolability of charters granted for educational purposes to private institutions, and assured them of freedom from state interference.

The control documents in the history of Maryville College have been the Constitution, the Charter, and the Directors' Bylaws.

The Constitution—1819

Minutes of the Synod of Tennessee for October 19, 1819, contain this often-quoted record: "The Synod, after maturely considering, revising, and amending the plan for a Southern and Western Theological Seminary, agreed to adopt it." This plan became a Constitution of 32 articles, providing for organization, curriculum, and procedures. It specified that directors and professors were to be elected by this and other cooperating synods and presbyteries, although no "other cooperating" bodies ever participated. This Constitution set up entrance and curriculum requirements for the Seminary, and soon also for College and Preparatory Departments.

Article 7 stated, "It shall be the duty of the Directors to superintend and manage the concerns of the institution . . . and to report the state and progress of the Seminary at each annual meeting of the Synod of Tennessee." General control and many detailed decisions, academic and financial, were reserved to itself by the Synod, and the Directors' actions were subject to approval by Synod.

The Directors served as trustees for Synod, but in the absence of a Charter could not as a Board qualify as a corporate body. Those were frontier days, and Maryville College's beginnings were small. The 32-article Constitution was an elaborate and ambitious document for an institution with one professor, five students, and no property. But, true to Presbyterian tradition, it insured orderly procedure and respectable standards. Well before the Civil War the Seminary had disappeared and been succeeded by the College. The Charter had become the regulative document, but parts of the Constitution have served as guides to this day. The College owes much to that first master plan.

Charter Withheld Twenty-Three Years

Why should anybody care about a legal charter for conducting a school, especially a church school, far out on the southwest frontier a century and a half ago? However, application for one was made to the State at once, and in a short time its absence was proving serious. Tennessee had been a State for twenty-five years, and the laws governing ownership of property and establishing institutions were increasing. Donors hesitated to make capital gifts to an unchartered institution, and some prospective students doubted its worth.

Applications for a charter were refused. Today a charter can be obtained through the Secretary of State, but in the 19th century it had to be approved by the Legislature. Sectarian jealousies and unreasonable theological feuds were bitter on the frontier. One is amazed to find Isaac Anderson and the Seminary charged with training young men to infiltrate and take over the civil government of Tennessee for the Church. This was based in part upon published articles of Dr. Anderson. He had appealed for support of the institution as a means "to diffuse light, knowledge, science, and religion through a government which is happily republican in form, and the perpetuity of which depends on the knowledge and virtue of the people," and added that "the spirit and form of a church government, which universally prevails in a country, must influence the spirit and form of the civil government of that country." One antagonist wrote excitedly that this represented an aim "to send out missionaries who are to 'twine about the government,' get into the State Legislatures, have religion established, and overturn the civil and religious liberties of the people."

One cannot imagine a tiny, impoverished Presbyterian school, with three teachers, ten theological students, and twenty-five literary students leading the Presbyterian Church to take control of the State. The charge was ridiculous enough and would have been amusing had not the Legislature, most of whose members then, as later, were not highly literate in church government or history, listened to it and held up a charter for twenty-three years.

The Original Charter—1842

But finally on January 14, 1842, the Legislature passed "An Act to incorporate a Literary Institution at the town of Maryville, Blount County, to be styled the Maryville College." This Act (Charter) contained approximately 750 words and was divided into seven sections. The first five sections only are included in current editions, the last two being omitted because they were later superseded. The original Charter has been amended five times.

Essential elements in the original Charter include (1) recognition that "a regularly organized Institution of learning has been in operation about twenty years in said town [Maryville], under a board of directors . . . and has sent forth several hundred alumni;" (2) enactment "that the present board of directors be, and they are hereby, constituted a body politic and corporate, by the name and style of the Directors of Maryville College, and they shall have perpetual succession . . . ;" (3) thus a change of name from Southern and Western Theological Seminary to Maryville College, and legal recognition of the institution, now chartered under a new name, as a continuation of the one which had been in operation under the former name since 1819; (4) giving to the Directors "full power and authority to elect a president, . . . professors, . . . make bylaws, rules and regulations . . . ;" (5) and providing "that the president and professors of said college, with the advice and consent of the Board of Directors, shall have full power and authority to confer on any student in said college, or any other person, the degrees of Bachelor of Arts, Master of Arts, or any other degree known and used in any college or university in any of the United States."

Another essential provision, that for election of directors, somehow got mixed up by those who finally drafted the Act. Section 7 specified that vacancies in the Board of Directors should be filled by the Blount County Court, a local political body. That meant also all future appointments of directors. It was a serious departure from the former plan of election by the Synod of Tennessee and from the intention of those applying for the Charter.

Charter Amendments

1842. It is not surprising that Dr. Anderson and others moved immediately to have this part of the Charter altered, through an amendment passed by the Legislature February 5, 1842, only three weeks after the original act. Section 7 was repealed and a new section enacted, making it the duty of the Board of Directors itself to fill vacancies in its membership. (This was amended again three years later.)

Tacked onto that first amendment was a new section which reflected the fact that there were in the Legislature of 1842 some members harboring the prejudices and intolerance which had held up the Charter for two decades. The added section began like this: "Be it enacted, That the rights, powers, and privileges granted by said Act to said College, shall always be subject to repeal, by its being made to appear to the Legislature by proof, that the said College has made an illegal use of its privileges or powers . . ." There is no record that Maryville College ever came to trial before the Legislature. But all of this strengthens the impression that doing good on the frontier had some rough going.

1845. The Legislature on November 12, 1845, amended the Charter in points relating to a quorum of the Board, endowment of professorships, and election of directors. Only the last of these had direct bearing on control. The first amendment had made the Board of Directors a self-perpetuating body. The amendment of 1845 transferred the election of directors from the Board itself back to the Synod of Tennessee, "according to the usage and custom of said Institution prior to its incorporation."

1860. An amendment passed by the Legislature January 17, 1860, transferred to the United Synod of the Presbyterian Church in the U. S. A. all controls over the College then vested in the Synod of Tennessee of the Presbyterian Church in the U. S. A. All parties involved had agreed to this transfer. It was terminated after the Civil War, and hence does not appear in the present edition of the Charter and effective amendments. But, as will be seen, it led to the harrassing lawsuit of the 1870's. An account of the United Synod is given in discussions of the lawsuit in this chapter and that regarding church relationships.

1883. The Board of Directors, perhaps impelled in part by the eight-year post-War litigation involving ownership and control of the College, on November 19, 1883, (registered in Blount County November 23) obtained through the Secretary of State a fourth Amendment to the Charter. In accord with the application the Board of Directors was invested with the privileges and powers specified in "An Act to provide for the organization of Corporations," which had been adopted in 1875 by the Legislature (General Assembly) of Tennessee.

A major change made by this 1883 amendment gave to the Board of Directors of Maryville College power "to regulate the mode and manner of appointment" of directors. This provision remains unchanged. As previously stated, the directors have in fact been elected by the Synod. But since 1883 this has been at the option of the Board and the Synod, although it is doubtful whether, until recent years, many directors or members of Synod have realized it. Having the Synod elect directors has seemed to both College and Synod the most desirable "mode and manner."

1941. This amendment was primarily a codification of the effective parts of the original Charter and of the amendments prior to 1941. The one revision, made in the interest of clarity and brevity, changed the corporate name from *The Directors of Maryville College* to *Maryville College.*

The Lawsuit of 1872–1880

Previous histories of the College have referred to a lawsuit in the 1870's seriously hindering the appeal for endowment funds. But all explanation has been omitted, perhaps because of the "conflict among friends" that was involved. The Directors' minutes are silent on this issue. Only the court records give the story, and they omit many details. However, since it had to do with ownership and control of the College, a summary of the case, now nearly a century past, seems appropriate and may be of interest here.

In September, 1872, former President John Joseph Robinson, who had closed the College in 1861 and personally cast his lot with the Confederacy, and eighteen other pre-War directors filed in the Chancery Court of Blount County, Tennessee, a Bill of Complaint against P. M. Bartlett, President of the College and Chairman of the Board of Directors; T. J. Lamar, Professor and director, who had been the second founder and interim Chairman of the Board; Alexander Bartlett, Professor and director; Ralph E. Tedford, Recorder of the Board; and John P. Hooke, Treasurer of the Board and of the College.

The Bill alleged (a) that the complainants were the legal Board of Directors, duly elected before the War for indefinite terms by the United Synod to which control of the College had been transferred by the Synod of Tennessee; (b) that after the Treasurer, General William Wallace, died in 1864, the Respondents, "taking advantage of his death and the unsettled condition of the country while the war was still raging, . . . subsequently, unlawfully, and fraudently took possession of the real estate . . . and of such of the personal property, books, papers, etc., of Maryville College as they could find;" (c) that the Respondents disposed of the seized assets and with the proceeds purchased a new campus on which they erected "valuable buildings;" (d) that since 1865 or 1866 they had "fraudently assumed to use the franchises of Maryville College" granted by the Charter, to conduct a school at Maryville.

The Bill of Complaint did not refer directly to the new post-War Board of Directors, of which the five Defendants were representatives, perhaps to avoid any appearance of recognizing the legal existence of such a Board. But it asked the Court to restrain the Defendants from further "exercising or pretending to exercise any of the rights or privileges, power or authority, conferred upon the Directors or Trustees of Maryville College by the original Act of Incorporation and the several Acts amendatory thereto" and to give the Complainants the rights, powers, and property.

The court records show that in January, 1873, the Chancellor dismissed the Complaint, evidently ruling in favor of the new Directors (who in effect represented the College as it then existed). But on August 22 of the same year, the record of the case was certified to the Supreme Court of Tennessee, evidently upon appeal by Dr. Robinson and his associates. Only fragmentary records of the litigation during the ensuing seven years are available; and in any case reciting them here would be more tedious than useful. But the final outcome is important. There is an entry for June 15, 1880, in the Blount County Chancery Court Minute Book, to the effect that those who filed the suit, through their attorneys, dismissed (withdrew) the original Bill of Complaint and paid the costs.

In the background of the lawsuit was the transfer of Maryville College in 1858 by the Synod of Tennessee to a new United Synod of whose history something will be said in the chapter on church relationships. In the transfer agreement there was a reversionary clause specifying that if the United Synod should cease to exist, the control of the College and its property would revert to the Synod of Tennessee. In 1860 an amendment to the Charter legalized the transfer agreement. During the War, in 1864, the United Synod did go out of existence through merger into the Presbyterian Church of the Confederate States of America, which was formed in 1861 and changed its name in 1865 to the Presbyterian Church in the U. S. (Southern). Therefore, the original Synod of Tennessee in 1865 elected a new Board of Directors and in 1866 reopened the College, which had been in operation six years and had constructed a new plant when the suit was filed. Four of the pre-War directors had been elected to the new Board, but most of those on the pre-War Board had moved or had changed church affiliation or had died. There had been no election during the War. Of the nineteen former directors who collaborated in the lawsuit against the active Board, only a minority were then living in East Tennessee. At least nine of the group had moved during the War from that area to States farther south—Georgia, Alabama, Mississippi, Texas.

The Complaint (lawsuit) did not mention the reversionary clause in the 1858 transfer agreement or the merger of the United Synod. It greatly over-stated the assets salvaged by the College from the War. As has been previously reported, the property had been devastated by the War and sold for debt, and the Directors had difficulty securing money to redeem it. The charge that the new campus and buildings were financed from the sale of the old properties was totally incorrect. In fact, the old campus was never sold, and years later was given to New Providence Church. The boarding house, the only other property, was deeded for $1,000 to Second Presbyterian Church of Maryville, a Negro congregation, on October 28, 1871, after the new campus buildings were constructed and occupied. Their cost of near $60,000 was covered by gifts from new friends, most of them in the North. The small endowment was retained as such.

The attempt by former directors, who had not participated in the efforts that brought the College back to life, to obtain possession and conrol through court action, must have seemed unjust indeed to Professor Lamar, President Bartlett, and all associated with them. What finally led to withdrawal of the suit will probably never be known. Could it have been a discovery of the actual facts by a majority of those who had signed the Complaint? Or could it have been a realization that the Supreme Court was aware of the facts and preparing to rule against the appeal? Or was there a gradual returning of goodwill as the War receded into the past?

The eight years of litigation hurt the College financially. Increased endowment was desperately needed, but prospective donors were unwilling to invest in an uncertain future. The dismissal of the suit in 1880 made it possible within the next three years to establish the first substantial endowment. It made permanent the organic relationship of the College to the Presbyterian Church in the U. S. A., which had founded it in 1819 and revived it in 1866.

The Bylaws

1819. In the beginning, the Bylaws were in the form of a Constitution, consisting of the plans and specifications whose adoption by the Synod of Tennessee on October 19, 1819, established the institution. The Constitution of 1819 and the Charter of 1842 were the regulative documents for well over a half century, and of course the Charter as amended has continued to be the College's basic document. As the nature of the institution changed, the Constitution was altered in many details and was gradually set aside, although, as has been said, certain of its basic provisions have been retained down to the present.

1842. The Charter granted by the State in 1842 stated that the Directors "shall have full power and authority . . . to make such bylaws, rules, and regulations, as in their opinion may be expedient or necessary." This power and authority was used to amend the Constitution and to establish or delegate to the faculty responsibility for establishing regulations for the ongoing work of the College.

1888. The first document entitled "Bylaws," which this writer has discovered, is transcribed in the minutes of a Directors' meeting held August 16, 1888, between the third and fourth presidencies. The text is given in full, without comment except the statement that "The Board adopted the following Bylaws." It is a relatively short document, divided into six articles providing for officers, meetings, and committees of the Board, degrees, certain business matters, and amendments. Minutes of a meeting the next year (May 29, 1889) contain five additional articles, adopted in response to suggestions by the Synod, relating to reports to Synod and election of directors by Synod.

1918. It was thirty years before the Directors made a general revision of the 1888 Bylaws. It was adopted on June 6, 1918, a year before the College's Centennial celebration.

1931. During the first year of the sixth presidency, the Bylaws were rewritten and on June 4, 1931, the new draft was adopted by the Board, replacing that of 1918 and its amendments.

1942. The Charter and its effective amendments, as codified into a single document in 1941, and the 1931 Bylaws, as subsequently amended, were printed in booklet form for circulation in 1942 and again in 1960.

1969. The Charter has not been amended since 1941. But the Directors have adopted a number of amendments to the Bylaws since their publication in 1960, as well as before. However, the Bylaws of 1931 is the basic document in effect at the time of Maryville's Sesquicentennial.

The Directors

From the founding in 1819, there has been a Board of 36 directors, elected by the Synod for terms of three years, each eligible for re-election. Specifications as to directors in the Constitution, Charter, and Bylaws have been changed from time to time, but not the basic practice. In the Maryville College documents of the 19th century, including Board minutes and College catalogs, the terms Director and Trustee are used more or less interchangeably. But from the beginning Director has been the official designation. The current Bylaws say: "The members of the governing board of the institution are termed directors. In these Bylaws and in common usage the names 'Directors,' 'The Directors,' 'The Board of Directors,' and 'The Board' are used interchangeably."

The Constitution of 1819 specified that two thirds of the Directors should be ministers and one third laymen of the sponsoring Presbyterian Church. This composition of the Board was maintained for approximately 125 years although the amendment to the Charter in 1883 gave the Board itself authority to determine the qualifications of its members and the mode of their election. At present all directors are Protestant church members, most are Presbyterians, and approximately half are ordained ministers.

The first women members of the Board were elected in 1938, after the College had reached the venerable age of 119. They were Miss Clemmie J. Henry, of Maryville, and Miss Nellie P. McCampbell, of Knoxville. Until the 1950's women could not be Presbyterian ministers, and until rather recent times the ecclesiastical term laymen seems to have been taken to mean men only. Since 1938 there have always been women on the Board. The present directors live in twelve States and the District of Columbia, and about forty percent are Maryville alumni.

Honorary Directors

In 1957 the Board of Directors amended its Bylaws setting age seventy as the maximum for active service as a director. At the same time a category of Honorary Director was established. When a director in active service attains the age of seventy years he becomes an Honorary Director at the next stated meeting of the Synod of Mid-South, and a successor director is elected. Honorary directors may attend and participate in meetings of the Board and serve on special committees, but cannot vote or hold office in the Board. The number of honorary directors varies; at the time of this writing it is ten.

Prior to 1957 there was no limit on the length or age of service, and many directors were re-elected every three years for life. This gave the Board extra experience and loyalty, but tended to keep the average age relatively high and to limit the infusion of fresh leadership. By the new plan, the experience of the honorary directors is retained, and additional openings for new directors are created. There is no limit on re-election except age.

Recorders of the Directors

During the first half century of the College's history the Board of Directors regularly used the title Secretary, but about 1870 changed it to Recorder. The duties and authority of the Recorder have always been those of the Secretary of a corporation. The current Bylaws continue this century-long usage, describing the office and authorizing Recorder and Secretary as interchangeable titles for legal transactions. In the College's 150 years eleven individuals have served in this office.

There were three before the Civil War, all with the title Secretary: Rev. Robert Hardin and Rev. William Eagleton within the first eight years; and Samuel Pride, M.D., a physician in Maryville, for over a third of a century, from 1827 until his death after the closing of the College by the War.

When the Board of Directors was reconstituted by the Synod of

Tennessee in 1865, Professor Thomas Jefferson Lamar was elected Chairman and Rev. Ralph Erskine Tedford, Secretary. The latter had been a director before the War, and was the future father-in-law of Professor Lamar. His service of eleven years was from 1865 to 1876. In 1870 he began, for reasons now unknown, to sign the Minutes of the Board as Recorder, and that title has been used since that time.

The Recorder from 1876 to 1891 was Professor Gideon Stebbins White Crawford, a member of the first post-War class, Professor of Mathematics from 1874 until his death in 1891; and for two years, by the Governor's appointment, State Superintendent of Instruction.

Major Benjamin Cunningham, widely known and long connected with the College, was Recorder from 1891 to his sudden death in 1914. From 1901 he was both Recorder of the Board and Treasurer of the Board and the College. He was succeeded in 1914 as Treasurer and Recorder by Fred Lowry Proffitt, whose services first as a teacher, then as director, Treasurer, and Recorder covered thirty-five years, until his premature death in 1944.

Judge John Calvin Crawford, whose father Professor G. S. W. Crawford had been Recorder over a half century earlier, served five years, followed in 1949 by Joe C. Gamble, who after four years was elected Chairman, the post he continues to fill. From 1953 to 1962, Miss Clemmie J. Henry, whose service as head of the Student-Help program is reported elsewhere, was the first and only woman Recorder of the Board, as in 1938 she had been one of the first two women to be elected directors. Since 1962 the Recorder has been Edwin Jones Best, an alumnus in the Class of 1936 and an official of the Tennessee Valley Authority. In the direction and detailed control of the College, the Recorder of the Board plays an important role.

Chairman of the Directors

The first three Presidents of the College served ex officio as Chairmen of the Directors. There is no mention of officers of the Board in the Constitution or in the Charter until its Amendment of 1883. Apparently the Synod and the Directors merely proceeded on the assumption that one presiding officer was enough. The amendment of 1883 was an "omnibus one," that empowered the Board of Directors as a corporation to elect its own officers. That was during the term of the third President, who had been serving ex officio as Chairman of the Board for fourteen years, and no change in practice was made until his term ended.

But in 1888, during the two-year interim between the third and fourth presidencies, the Directors adopted a new set of Bylaws in which the chairmanship was made elective. There was never any regulation against the President of the College being elected a director, and the last three Presidents have been so elected by Synod. The present Bylaws specify that he shall be a director. He is eligible for election as Chairman, just as is any other director; but since the office was made elective in 1888, the Board has elected as chairmen persons other than the presidents. This doubtless was the purpose of the bylaw amendment, and the experience of these past eighty years has proved the practice to be a wise one.

The Six Elected Chairmen

There was no permanent chairman for three years after the resignation of President Bartlett. The minutes of the various meetings speak of "calling to the Chair" one or another of the directors present. Most frequently it was Rev. C. B. Lord. Since 1890 there have been the following six elected permanent chairmen with terms ranging from four to twenty-one years.

Rev. Thomas Jefferson Lamar, M.A. (1865–1869). Much is said in this volume about Professor Lamar, the second founder. As reported in the narrative of Chapter 1, he was elected Chairman by the Board at its first meeting after the War and served until the arrival of a president in 1869. As previously indicated, the President of the College was until 1888 ex officio Chairman of the Board.

Rev. William Harris Lyle, D.D. (1890–1905), Pastor of Hopewell Presbyterian Church, Dandridge, Tennessee, an alumnus of the College in the last class before the Civil War and a director from the time the College reopened after the War. He was elected in 1890, and continued in office fifteen years, until his death in 1905. His son, Rev. Hubert S. Lyle, D.D., was later a professor in the College for three years, Pastor of New Providence Church, Maryville, six years, President of the College of the Ozarks, Arkansas, and President of Washington College Academy, Tennessee.

Rev. Edgar Alonzo Elmore, D.D., LL.D. (1906–1927), Pastor of

Second Presbyterian Church, Chattanooga, Tennessee, and a prominent minister in the Synod, served as Chairman for the twenty-one years from 1906 until his death. He was a graduate of the College in the Class of 1875, was a member of the faculty from 1884 to 1888; and between 1888 and his death in 1927, at usual intervals of four years, he was leader of the February Meetings nine times.

Rev. William Robert Dawson, D.D. (*1927–1932*), Pastor of Graystone Presbyterian Church, Knoxville, Tennessee. He was a Maryville College graduate in the Class of 1884, and had two sons and two daughters to graduate at Maryville between 1915 and 1921. He was the Chairman who formally inducted the writer of these pages into office as sixth President.

Judge Samuel O'Grady Houston, B.A., LL.B., LL.D. (1932–1953), of Knoxville, was the first Chairman who was not a Presbyterian minister. He was a graduate of Maryville College in the Class of 1898 and of the University of Tennessee Law School, and became a practicing attorney and then a judge in Knoxville. He was a Presbyterian elder and a great-nephew of General Sam Houston of Tennessee and Texas fame.

Hon. Joe Caldwell Gamble, B.A., LL.B., LL.D. (1953–   ), a practicing attorney in Maryville, is the present Chairman, having been elected in 1953 to succeed Judge Houston, who retired because of age and failing health. Dr. Gamble is a son of the late Judge Moses Houston Gamble, for many years a director of the College. He graduated from Maryville College in 1926 and from the University of Michigan Law School in 1929; is an ordained Presbyterian elder and a member of New Providence Presbyterian Church; and serves with distinction in various important positions in the community and the State.

Chapter 5 The Presidents—Four in the 19th Century

The Seven Presidents

	Born-Died	*President*
Isaac Anderson	1780–1857	1819–1857
John Joseph Robinson	1822–1894	1857–1861
Peter Mason Bartlett	1820–1901	1869–1887
Samuel Ward Boardman	1830–1917	1889–1901
Samuel Tyndale Wilson	1858–1944	1901–1930
Ralph Waldo Lloyd	1892–	1930–1961
Joseph J. Copeland	1914–	1961–

ONLY SEVEN presidents in 150 years—and the seventh just well started! This is no commonplace in higher education. The average tenure of twentieth-century American college presidents is actually more than twice the four years frequently quoted. But at comparatively few colleges or universities in this or the preceding century does it equal Maryville's twenty-year average. The second president, whose service was terminated by war, and the seventh president, whose term is presumably far from complete, are included in the twenty-year average. Of course, longevity in itself does not have superior value. But seven presidents in 150 years does say something about continuity and stability, and about personal dedication in times when the task was discouraging and the rewards were intangible.

The longest term was that of Dr. Anderson, 38 years; and the shortest, Dr. Robinson's of four years, was cut short by the Civil War. Dr. Copeland has now served twice as long as did Dr. Robinson. Only one, Dr. Anderson, died while in office. Three of the five now deceased (Anderson, Robinson, and Wilson) are buried in the College cemetery. The ages at which the seven took office were: Anderson 39, Robinson 35, Bartlett 49, Boardman 59, Wilson 43, Lloyd 38, Copeland 47.

As previously noted, the first three presidents of the College were also ex officio chairmen of the Board of Directors. This practice was changed when new Bylaws, adopted in 1888, specified that the Board should henceforth elect its own chairman. The president, when a director, could be elected chairman; but one purpose of the change evidently was to divide authority, and no president since Dr. Bartlett has been Chairman of the Board. Experience has confirmed the wisdom of this change.

All seven presidents have been ministers of the Presbyterian (now United Presbyterian) Church in the U. S. A., by which the College was established and to which it continues to be officially related. All have been actively involved in the life and work of the Church; all have been committed to the historic Christian ideals and aims of the College; all have been non-sectarian and ecumenical in spirit and administration. At the same time, each brought to the office scholarly achievement and ideals, vigorous advocacy of high academic standards, and a considerable measure of interest and experience in higher education. The first four carried full teaching loads, and their successors partial loads until the 1940's. Until well into the twentieth century, most church-related college presidents were ordained ministers. By the middle of this century they were being succeeded increasingly by laymen, usually from the ranks of professional educators, businessmen, or leaders in the newer fields of public relations and promotion. This change was in line with earlier developments among tax-supported and independent institutions. But for historical and practical reasons the Directors have continued to select Presbyterian ministers as having distinctive qualifications for the presidency of Maryville College.

The seven Presidents were born in six different States and one foreign country—Virginia, Georgia, Connecticut, Vermont, Syria, Tennessee, Texas. All except the Founder did at least their graduate work in the North—New York (2), Massachusetts, Ohio, Illinois (2). Only two (Wilson and Lloyd) did their undergraduate study at Maryville College;

and only two (Robinson and Wilson) were on the faculty before becoming president. Thus of the seven, only three had any prior relationship to the College. Obviously the risk of sectionalism or inbreeding from these presidents was rather small.

There have been three interim periods, in which a professor was appointed Chairman of the Faculty, to handle specified responsibilities of the presidency. Four men have served in this capacity: Thomas Jefferson Lamar, 1866–1869, the first three years of the College's operation after the Civil War; Edgar Alonzo Elmore, 1887–1888, and James Elcana Rogers, 1888–1889, between Presidents Bartlett and Boardman; and Edwin Ray Hunter, three months in 1930, between Presidents Wilson and Lloyd. Professor Elmore resigned in 1888 to reenter the pastorate and was succeeded by Professor Rogers who resigned to enter Y.M.C.A. work after the new president arrived. Professors Lamar and Hunter continued as valuable members of the faculty for many years.

On the following pages of this chapter are biographical sketches of the four nineteenth-century presidents; and in Chapter 11 there are sketches of the three twentieth-century presidents. Each sketch aims to give briefly a factual idea of the man and his service and of the College's problems and progress during his presidency.

Isaac Anderson
Founder and First President

The name and unique place of its Founder and First President would doubtless receive special honor from Maryville College, even if he had been a mediocre individual. In fact he was a strong personality and leader on the frontier, who would have been outstanding in any generation, on or off the frontier. He evidently was a remarkable man. And he not only laid the foundations of the College, but also gave direction to its life and development through these 150 years.

Fortunately, we have reliable and rather full accounts. The earliest was an "eye-witness," President John Joseph Robinson, colleague and immediate successor of Dr. Anderson. It is a 300-page volume, published in 1860, entitled *Memoir of Rev. Isaac Anderson, D.D.* A little over a half century later President Samuel Tyndale Wilson wrote *A Century of Maryville College,* containing extensive information about the founder and his service, based in part on Dr. Robinson's book and in part on other sources. As a student and young professor Dr. Wilson learned much from Professor Lamar and other former associates of Dr. Anderson. In 1932 he published a 168-page biography entitled *Isaac Anderson Memorial.*

The Three Periods of His Life

(1) *In Rockbridge County, Virginia—21 years.* Isaac Anderson was born March 26, 1780, during the American Revolution, on his father's farm, twelve miles north of Lexington, Rockbridge County, Virginia, and lived there until he was twenty-one. His ancestors, the Andersons and McCampbells, were in the dramatic migration of Scotch-Irish Presbyterians to the American colonies. Isaac was the oldest of seven children in a home where industry, Christian faith, honorable character, and education were magnified. His early education was at home and in a subscription school conducted by a Scottish dominie. From the age of fifteen to graduation he attended Liberty Hall Academy (antecedent of Washington and Lee University). He became a candidate for the ministry and began theological studies under Rev. Samuel Brown, scholarly pastor of New Providence Presbyterian Church, of which the Andersons were members. (The church at Maryville, Tennessee, was named for this older church in Virginia.) It was a dozen years later that the first Presbyterian theological seminaries opened at Princeton and Richmond.

(2) *In Grassy Valley, Knox County, Tennessee—11 years.* In 1801, during the period of Isaac's theological training, the Andersons and McCampbells moved farther to the southwest, into the Tennessee River Valley of East Tennessee, where more and better land was available. They acquired 1,000 acres in what was then called Grassy Valley, about ten miles north of Knoxville. Isaac resumed his studies under Rev. Dr. Samuel Carrick, President of Blount College (antecedent of the University of Tennessee), at Knoxville, and Rev. Dr. Gideon Blackburn, Pastor of New Providence Presbyterian Church at Maryville.

In 1802, after a year in Tennessee, he was ordained a minister and installed pastor of the Washington Presbyterian Church near his home; later he became part-time pastor also of the Lebanon Church a few miles away. In the same year he was married and established both his home and Union Academy, popularly called "Mr. Anderson's Log College," on his 215-acre farm. The Log College had a very successful ten-year history, during which Mr. Anderson taught most of the courses in a rather amazing classical curriculum. He conducted the Academy, served as pastor of two small churches, and preached as a frontier evangelist, ranging over a wide area, with frequent circuits of 150 miles on horseback.

(3) *In Maryville, Tennessee—45 years.* In 1812, at the age of thirty-two, he accepted a call to succeed his former teacher, Gideon Blackburn, as pastor of New Providence Presbyterian Church (organized in 1786) at Maryville, the most influential Presbyterian congregation on that part of the frontier. There he spent the rest of his life.

Through his first seven years at Maryville, he served as full time pastor of the church, continued his preaching circuits to outlying places, tutored ministerial students in his home, and taught during school terms in local academies. One of his least serious students, but later the most famous, was General Sam Houston of Tennessee and Texas.

In 1819 came the founding of the Southern and Western Theological Seminary (Marville College) in which he was professor and president, and at the same time pastor of New Providence Church, until his death thirty-eight years later.

Founding the College

By 1819 Isaac Anderson had been a pastor, educator, and frontier evangelist in East Tennessee for seventeen years, and knew well the condition of the churches and religion there. He and others had made unsuccessful appeals to the older centers in the northeast for ministers. This effort reached its climax in 1819 when Isaac Anderson went to Philadelphia as a commissioner to the thirty-second General Assembly of the Presbyterian Church in the U. S. A. There and at Princeton Theological Seminary he and his fellow-commissioner from Tennessee, Rev. James Gallaher of Rogersville, presented the appeal in person, again without results. As narrated in Chapter 1, they returned home and persuaded the Presbytery of Union and the Synod of Tennessee to take the steps necessary to launch a new institution for the training of their own ministers. Isaac Anderson was elected "Professor of Didactic and Polemic Theology," gathered a class of five young men, and the College was born. That was in October of 1819.

President Thirty-Eight Years

His original appointment and his inauguration were as professor, with no mention of president, and he conducted the institution single handed six years, after which there were usually two associates. Several years later he is listed as both president and professor, and the Charter of 1842 refers to "the President and Professors of said college." We do not know when he was given officially the title "President," but title or no title, he carried the responsibilities from the beginning. He was studious and scholarly all his life, and a teacher at heart. From the age of twenty-two to the failure of his health at seventy he taught at academy, college, or seminary levels, and was counted a logical and thorough instructor.

Under him the student body increased from five to one hundred; the physical plant developed from nothing to a campus with three buildings and a broading house nearby. Also for ten years there was a farm of 200 acres. The library grew to 6,000 volumes; and an endowment of $6,000 was established.

Dr. Anderson's teaching and pastoral duties prevented his going afield often in search of funds. Most of the time he and the Directors kept one or more "financial agents" soliciting gifts. He was a capable business manager and personally a sacrificial giver. He accepted no compensation from the College for the first ten years, living on his modest income from his churches and from the farm he continued to own in Grassy Valley. Moreover, for many years he and Mrs. Anderson boarded free in their home students who did not have money, and paid the tuition of these and others.

Academic Degrees

By the standards of his day—and in fact any day—Isaac Anderson had a superior education, although not accompanied by earned academic degrees. It possessed breadth and depth, as witness the range of his teaching. He received at least two honorary degrees: Master of Arts conferred in 1819 by Greeneville College (founded 1794, merged 1868 with Tusculum College), and Doctor of Divinity a few years later from an institution whose identity disappeared with lost records. He came to be known uniformly as Doctor Anderson. The A.M. degree is printed in the 1823 Inauguration program, and that of D.D. in the only catalog (1854) from his lifetime; and both degrees are listed by his biographers.

His Schedule

His schedule was unbelievably "full-time" from 1819 until the collapse of his health thirty years later. At the College he carried increasing responsibilities as president and taught classes almost literally from sunrise until sunset every weekday throughout each term. For forty-five years he was pastor of New Providence Presbyterian Church, whose membership grew under him from 209 in 1812 to 788 in 1835. During ten of those years, he was the first pastor of Second Presbyterian Church at Knoxville, riding horseback sixteen miles each way every other week to conduct services there; and he was a frequent special preacher throughout the territory. For a long time he averaged two hundred sermons a year.

The records show that he organized at least nine churches; that between 1815 and 1849 he served as the moderator of Union Presbytery meetings on forty occasions; that he was Treasurer of the Presbytery thirty-one years and Stated Clerk eleven years, resigning the latter because of pressure of work; that he was elected moderator of Synod seven times during his career; that he was for twenty-three years (1834–1857) a corporate member of the American Board of Commissioners for Foreign Missions, the first Protestant Board of Foreign Missions in America and the agency in which the Presbyterian Church participated until it formed its own board.

His Appearance, Endurance, and Preaching Ability

The following is part of a description of Dr. Anderson in the biography by Dr. Robinson:

> In his maturity, the person of Dr. Anderson was tall, commanding, and somewhat inclined to be corpulent. . . . For many years he knew not what it was to be weary under the most exhausting labor. In the saddle, riding to and from his distant appointments, in the heat of summer and the winds and snows of winter; in the pulpit, laboring with the strength and zeal of a man in earnest; in the classroom enduring that which is most trying to the

constitution, confinement within doors and sedentary habits; on his farm, toiling with his own hands to eke out a scanty living and secure the means of doing good, wherever he was, whatever he did, his natural force seemed not to abate under the pressure of labor which would have crushed a man of less vigorous constitution. . . .

His eye seemed to look you through, yet it often sparkled with mirthfulness, for he was always cheerful; or was bedewed with tears of kindness and love, for his heart was tender. Fearless of man's judgment, he shunned not to declare the whole counsel of God. He maintained what he believed to be the truth. . . .

His commanding form, his expanded brow, his flashing eye, his powerful voice, his irresistable logic, his intimate acquaintance with the word of God, his intense earnestness, his unaffected sincerity, his well-known and honored character, all conspired to make him one of the most remarkable and successful preachers of the first half of the nineteenth century.

His Writings

As a writer Dr. Anderson was capable but not notable. His responsibilities were too numerous and demanding. He expressed strong preference for study and activity rather than writing. He preached from notes in a day when for such educated ministers manuscript preaching was the rule. Yet for fifty years he wrote out his lectures (which unhappily were burned with his house), and the very partial available list of his published articles, sermons, addresses, essays, and other material is impressive. After the fashion of the day, he at times wrote articles for the public press using a pseudonym—"C. N." (the final letters of his two names) and "Amicus Literarum." Perhaps there were others. His style was clear, his material orderly, his presentations forceful and logical. His letters especially were warm and sometimes whimsical.

Position on Theological and Social Issues

By present criteria, in his theology, Dr. Anderson was a conservative, who might be called a "moderate Calvinist." Needless to say, he was in various ways a product of his times and of the American frontier. But in a very real and practical sense he was a true liberal in attitude and in many of his ideas and methods. This was one of his bequests to the institution of the future. As a minister and educator he took strong positions on the current social issues of the frontier and the nation. He spoke vigorously for abolition of slavery and of the liquor traffic; for integrity in government; and for preserving the Union, calling secession "that most abominable political heresy. . . ."

It was said of Isaac Anderson: "He was no 'respector of persons'; the African, the Indian, or the foreigner from whatever land was to him as a brother." Before the founding of the College, he educated in his home George Erskine, a Negro whose freedom from slavery was purchased by Union Presbytery, and who was licensed as a minister in 1819 and later went to Africa as the first foreign missionary from that presbytery. Strongly opposed to slavery and working for its abolition, Dr. Anderson meanwhile ministered to the Negro people of the area, baptizing slaves and receiving them into his church. It is true that, as in other churches, they sat in a gallery of their own, probably the only way they would at that time have been accepted by a congregation in Tennessee. He enrolled Negroes in the College from the beginning, although perforce few were then free to attend. There were also some Cherokee Indian students; three were reported in 1824.

His Family

Dr. and Mrs. Anderson had six children, five boys and one girl, but all except one son died in infancy, a tragic commentary on the medical limitations of the times. Their son, Samuel Hoyse Anderson, married Mary Reece Thompson, of the family from whose estate the College forty years later acquired the College Woods. To them were born two children, Isaac and Rebecca. But in 1841, six years after his marriage, Samuel Anderson died at the age of thirty-one. His widow with her two children moved into Dr. and Mrs. Anderson's home and lived there six years, until her marriage to John M. Caldwell. The two grandchildren survived both Dr. and Mrs. Anderson, but the grandson, Isaac, died of tuberculosis at the age of twenty, unmarried. Thus the granddaughter, Rebecca, became the only one through whom Isaac Anderson's family line could be perpetuated, but not under the name of Anderson. In 1861, she was married to Isaac Newton Caldwell. They had two daughters, who married two McIntyre brothers in Mississippi. Thus no direct descendents of Dr. Isaac Anderson bear the Anderson name, but there are McIntyres and an increasing number of other names.

His Final Years

In his late sixties, Dr. Anderson was stricken with what was diagnosed as "paralysis of an important lumbar nerve," from which he never recovered. This curtailed more and more of his activities, including his lifelong traveling on horseback. He had to remain seated when teaching and preaching and in his last two or three years he used a crutch. His last regular class work was in 1850, and by 1856 he was almost totally incapacitated in body and mind. He was president and pastor in name only and the College and church declined seriously.

In 1852 Mrs. Anderson died; in 1856 fire destroyed the manse, in which he was still living, and all its contents, including most of the College's records. He barely escaped with his life. His daughter-in-law and her second husband took him to their home at Rockford, five miles from Maryville, and gave him every care possible. But he declined rapidly, died there on January 28, 1857, and was buried beside his wife in the New Providence Church Cemetery. On November 4, 1933, seventy-six years later, under supervision of President Lloyd and President Emeritus Wilson, the remains of Dr. and Mrs. Anderson and of their son, grandson, and foster grandson, who had been buried with them, with the monument and grave stones, were removed to the Maryville College Cemetery.

John Joseph Robinson
Second President

Of Maryville's seven presidents, the second was the youngest when he took office at the age of thirty-five. His presidency, although a productive one, was the shortest, four years. He closed the College and left Maryville at the outbreak of the Civil War in 1861, never to return.

His Life

John Joseph Robinson was born January 16, 1822, in Washington, Georgia, and died November 8, 1894, in Atlanta, Georgia. His father was a successful merchant who had earlier moved to Georgia from Baltimore, Maryland. The family background was one of culture and active church affiliation.

The future President of Maryville College attended the University of Tennessee in Knoxville, and graduated in 1845 at the head of his class. He then attended Union Theological Seminary, New York City, for two or three years, and returned to East Tennessee. He was licensed in 1848 and ordained as a Presbyterian minister on September 14, 1849, by the Presbytery of Union, and served for a time as a pastor at Lenoir City.

From 1850 to 1855 he was Professor of Sacred Literature at Maryville College, where his colleagues were Dr. Anderson and Dr. John S. Craig, Professor of Languages. By that time, however, Dr. Anderson was failing steadily in health. During two of the five years as a Professor, Dr. Robinson was also pastor of a church in Athens, fifty miles away, and for four years was Stated Clerk of the Synod of Tennessee. In 1855 he resigned his professorship, probably because of the College's decline and the shortage of funds due to Dr. Anderson's long illness. The next two years he spent as a pastor at Midway, Kentucky.

Evidently he had left an excellent reputation at Maryville, for very soon after Dr. Anderson's death in January, 1857, the Directors invited him back as President and Professor of Didactic Theology. He accepted and in April assumed the office, which he held for the next four years. Under his leadership the College made rapid progress. But there were clouds of impending war, and in mid-April of 1861 the opening shots were fired at Fort Sumter.

On April 22 Dr. Robinson conducted a final chapel service and announced the closing of the College "on account of a state of armed hostilities in the country." Actually there were as yet no armed hostilities anywhere near the Tennessee Valley, and some have wondered whether Dr. Robinson's personal sympathies with the Confederacy may account for what at this distance appears a precipitous action. But the feelings of war were already there and in time armies came. Closing the College would ultimately have been inevitable.

The reports of Dr. Robinson's activities during the War are not entirely clear. But from the alumni records of Union Theological Seminary and from family papers given to this writer by Dr. Robinson's elderly daughter, it appears that he went first to Rogersville, Tennessee, where for a time he had charge of a church and a girls' school; then to Lexington, Georgia, where a brother was living; and that he served an unspecified length of time as a chaplain in the Confederate Army.

For a quarter of a century after the War he served as a minister of the Presbyterian Church in the United States (Southern), formed in

1861. He was a pastor thirteen years (1867–1880) at Eufaula, in southeastern Alabama; then for a period was principal of an academy in Rome, Georgia. Returning to the pastorate, he served churches at Roswell and Atlanta, Georgia, and at Jacksonville, Florida. After being stricken one day in the pulpit, he resigned his pastorate at Jacksonville in 1892 and returned to Atlanta, where he lived as an invalid until his death November 8, 1894, at the age of seventy-two. He was buried in West View Cemetery, Atlanta; but forty years later, on October 22, 1935, Maryville College, with the consent of his daughter, Mrs. James Park Street, of Columbia, Tennessee, removed his remains to the campus cemetery, where they lie near those of his onetime colleagues, Dr. Anderson and Professor Lamar.

Dr. Robinson was married three times. His first wife was Margaret Ann Temple, who died leaving two small sons, neither of whom lived to maturity. He then married Margaret Ann Wallace, daughter of General William Wallace, who was for thirty-one years Treasurer of Maryville College. She too died as a young woman and is buried in the old New Providence Church cemetery at Maryville. She left an infant daughter, who three quarters of a century later was the Mrs. Street who gave permission to remove her father's remains to the campus. His third wife was Mary Alice Platt, daughter of Judge Platt of Lexington, Georgia, who survived him but at death was not buried with him. There were no children by the third marriage.

He did not return after the War to the College or to the area. East Tennessee in sentiment and action was Union territory, and he had cast his lot with his home State of Georgia and the Confederacy. There was little left of the College to which to return even if the way had been clear. In fact, had it not been for the efforts of Professor Lamar, the institution might have disappeared. Seven years after its reopening a lawsuit was filed by Dr. Robinson and eighteen other pre-War directors, who claimed that they were still the legal board of directors, rather than the directors who had been elected after the War by the Synod of Tennessee of the Presbyterian Church in the U. S. A., and who had reopened and rebuilt the College. This suit was settled in favor of the College, but not until eight years in the courts had elapsed. Although he was chairman of the group prosecuting the suit, Dr. Robinson's correspondence in that unhappy situation is marked by conscientiousness and courtesy. The hitherto unpublished story of this suit is told in Chapter 4.

Personality and Service

All reports, which from College and family sources are rather numerous, describe Dr. Robinson as a cultured gentleman, a scholarly teacher, a good administrator, an eloquent preacher, and a man of kindly Christian spirit. He was drawn into positions of leadership in the Church at large. While President of the College he was elected Moderator of the Synod of Tennessee (1858) and of the new United Synod, about which there is information in Chapters 4 and 6 of this volume.

In his relatively short term as second President, Dr. Robinson made two especially important contributions. The first was a revival of the College's life and a restoration of confidence in it by the Synod and the general public. When Dr. Anderson's strong leadership was removed by the collapse of his health, the College lost ground badly and by the time of his death was in a precarious condition. Supporting gifts had dried up, enrollment was down, criticism of the business management and general program was widespread, and disharmony had arisen in the Synod over national issues and over the College. An effort to move the institution to another town some distance from Maryville had almost succeeded. Dr. Robinson, with energy, tact, and wise administration, did much to restore strength and standing. There were four years of increasingly effective service, and prospects for the future were encouraging. All of this, however, was canceled by the War.

Dr. Robinson's second notable service was the writing of a biography of Isaac Anderson. This continues to be of great value. A large proportion of what is now known about the early years of the College as well as about its founder and first president, is in Dr. Robinson's volume, *Memoir of Rev. Isaac Anderson, D.D.*, published in 1860. It is there that we find most of the extant letters of Dr. Anderson, much of the authentic human-interest information about him, and the principal facts about his life and work.

Peter Mason Bartlett
Third President

Eight years elapsed between the second and third presidencies—eight bitter years of Civil War and college rebirth. In the interim it was Professor Thomas Jefferson Lamar, who in 1866 reopened the institution. He alone taught all the courses for a year. Wishing to be a teacher and servant but not the president, he sought out Rev. Peter Mason Bartlett, six years his senior, who had been a fellow student fifteen years earlier at Union Theological Seminary, New York. Mr. Bartlett came from New England to Tennessee at the beginning of 1866 and served six months as temporary pastor of New Providence Church in Maryville. It was announced that he would join Professor Lamar in reopening the College that fall, but for unknown reasons he returned to the North for three years. In 1868 the Directors elected him "President and Professor of Mental and Moral Science" (in 1872 "and of Didactic Theology" was added), and he entered upon his duties in March, 1869.

Meanwhile the enrollment had increased from thirteen to forty-seven during the first year under Professor Lamar; and Rev. Alexander Bartlett, a graduate of Oberlin College and Theological Seminary and the future president's younger brother, came from Ohio in October, 1867, as Professor of the Latin Language and Literature, a chair he was to occupy until his premature death at the age of fifty-seven, sixteen years later. In its first year after reopening, the College had one professor and one tutor; in its second and third years, two professors and one instructor; and in its fourth year, three professors, T. J. Lamar, Alexander Bartlett, and P. M. Bartlett who served also as president.

Fourscore Years and One

Peter Mason Bartlett was born in Salisbury, Connecticut, February 6, 1820, just three and a half months after the founding of Maryville College; and died at the age of eighty-one, on October 22, 1901, in Maryville, Tennessee, where he lies buried with members of his family in Magnolia Cemetery. He was a descendent of Robert Bartlett who came from England to Plymouth, Massachusetts, three years after arrival of *The Mayflower.* His father, four generations later, was born in Plymouth and lived in New England until, while his children were still young, he moved to Ohio. In general, Peter Mason Bartlett's life was divided into three periods: the first forty-nine years as youth, student, and pastor in the North; eighteen years as President of Maryville College; and fourteen years in active retirement at Maryville.

Education and Pastorates

Dr. Bartlett attended an academy at Farmington and Oberlin College in Ohio, and Williams College in Massachusetts under the renowned

Mark Hopkins, receiving the Bachelor of Arts degree with high honors from Williams in 1850. He graduated in 1853 from Union Theological Seminary, New York City, where he established a life-long friendship with Thomas Jefferson Lamar. He received an honorary Doctor of Divinity degree from Dartmouth College (New Hampshire) in 1872, three years after becoming President of Maryville College; and an honorary Doctor of Laws degree from Blackburn College (Illinois) in 1894, seven years after his retirement. He was ordained a Congregational minister in 1853, later transferring to the Presbyterian Church.

For fourteen years he was pastor of churches in Ohio, New York Massachusetts, and Connecticut; and for two years during the Civil War he was Chaplain of the New York Mounted Volunteers in the Union Army. Hon. William E. Dodge, of New York, one of the principal post-War donors to Maryville College and father of the Colonel of the Mounted Volunteers regiment, urged Mr. Bartlett to join Professor Lamar in the work of resuscitating the College in the South, rather than to accept a call he had received to an attractive pastorate in the North. Having served the church at Maryville for six months, three years before, he knew firsthand the desperate straits of the struggling College. But in spite of this, or perhaps because of it, he accepted the call extended by the Directors.

President and Professor

When Dr. Bartlett began his service, the new campus had been purchased and plans were under way to erect Anderson Hall. Although he was Professor of "Mental and Moral Science," he had a practical turn of mind and some experience in construction. As chairman of the building committee he deserves much of the credit for the superior quality of buildings which after a century still serve at the center of the campus.

While Professor Lamar continued to be the key person in winning and holding the help of benefactors in the North, where he spent many months as financial agent as late as the 1880's, yet also for almost two decades President Bartlett played an important role in obtaining funds for the College. In an article published after his resignation, he lists a number of large gifts for which, with some justification, he claims all or part of the credit.

During the Bartlett administration, the first three college buildings on the new campus were erected; the eight-year-long litigation as to ownership and control of the College, growing out of the Civil War, was settled favorably; the first $100,000 of endowment was secured; the enrollment increased from 48 to 246, and the faculty from three to ten; the historic February Meetings were established in 1877; the first student religious organization (Y.M.C.A.) was formed in 1878; fifteen alumni went out to China, Japan, India, Persia, and Africa as Maryville's first foreign missionaries; academic standards were raised; and the institution's stability was steadily increased.

Resignation

Unfortunately, the close of Dr. Bartlett's presidency was accompanied by controversy which continued into the years of his retirement. The issues seem to have been principally two: Negro students in Maryville College and President Bartlett's own strong, impulsive personality.

There had been extensive correspondence between Dr. Bartlett and benefactors in the North who felt that he and some others were not sincerely encouraging Negro attendance. Dr. Bartlett contended on his part that, although he personally considered coeducation of the races at that time in the South to be unwise, nevertheless he was faithfully administering the College's integration commitment. This story will be treated more fully in Chapter 14. Understandably, there arose disagreements among directors of the College as well as between the President and various faculty members.

Throughout this time of controversy, President Bartlett and Professor Lamar evidently continued to be loyal friends and colleagues. The strong, quiet Professor Lamar and the strong but more temperamental President Bartlett supplemented each other in winning support for the College and in conducting the internal affairs of the institution. Then Professor Lamar's health failed and following a long illness he died in March, 1887, three months before Dr. Bartlett finally closed his service.

About the time Professor Lamar was forced to give up his work, the minutes of the Directors' meeting of May 26, 1886, a meeting attended by the faculty, state that a proposal was introduced "to relieve Rev. P. M. Bartlett, D.D., from the duties of President and Professor in Maryville College," and that "after a long investigation, Dr. Bartlett presented his resignation, which was accepted," effective at once. But three weeks later, at a called meeting, the Directors extended the effective date a year. At the end of the year some of the directors sought to have the time extended another two years, but without success. Dr. Bartlett's term ended in the summer of 1887.

This was a rather unhappy conclusion of a constructive presidency. A resolution adopted by the Board stated, "That we assure him of our profound gratitude for his inestimable services and self-denying labors while he presided over the College, and pledge him our respect and prayers."

The Last Fourteen Years

Dr. Bartlett was sixty-seven when he left the College and eighty-one at his death. He continued to live in his large brick house on High Street, between the campus and the business center of the town, and was active in various ways. He preached frequently in churches of the area, filling the pulpit of Washington Church north of Knoxville only two weeks before his death. While President of the College he had joined others in founding the Bank of Maryville, for many years now the County's leading financial institution. The College's growing need for banking facilities nearer than Knoxville was the primary reason for this action. Dr. Bartlett became its first president and continued in office until his death.

Throughout his retirement he carried on a debate about issues in connection with his resignation, through letters and published statements of which a considerable number have been preserved. Within a few weeks after he closed his work at the College, he published an unusual full-page statement in the newspaper, charging that a minority of the directors and faculty had long sought his removal. He listed several principal reasons for their opposition and made vigorous replies in self-defense. He singled out especially the claim that he had discouraged the enrollment of Negro students, a matter which will be reported more fully in Chapter 14. From time to time in those years he wrote to church agencies and other donors, advising against financial support of the College while it was under control of those who he felt were misdirecting it.

His death, at the age of 81, occurred in Maryville on October 22, 1901, the day after Dr. Samuel Tyndale Wilson was inaugurated as fifth

President of the College. He was buried first in the college cemetery but later removed to Magnolia Cemetery in the town. Dr. Bartlett has no descendents. A daughter and two sons are now deceased, leaving no children. One son, Rev. William Thaw Bartlett, D.D., graduated from Maryville College in 1901 and became a prominent Presbyterian minister. At intervals of four and five years between 1912 and 1925, he four times led the February Meetings which his father had established.

The Man and His Work

Rev. Calvin A. Duncan, D.D., a director of the College during most of Dr. Bartlett's presidency and long afterwards, describes him as "a man of fine presence . . . fully six feet high, with well proportioned body . . . a man of decision and strong convictions. . . . Dr. Bartlett was fond of debate and frequently wrote controversial articles, and these articles were always able . . . a man of fine scholarly attainments . . . a magnificent preacher . . . with a mellow, sympathetic voice . . . his every word could be distinctly heard . . . an impulsive man (who) could be very severe in denunciation and at the same time tender and sympathetic . . . large-hearted and generous."

Dr. Bartlett was President of the College during eighteen years of "reconstruction" in the South. It was a time of recovery and uncertainty. His vigor and practical abilities were especially valuable then. It was in his presidency that the College became a substantial institution with solid assurance of a future.

Samuel Ward Boardman
Fourth President

Election and Inauguration

When Dr. Boardman took office in September, 1889, the College had been without a president for two years. Evidently because of the tensions accompanying the termination of the third president's service the Board of Directors postponed selection of a successor. A year passed before a nominating committee was appointed. "That since great care should be exercised in filling the Presidency of the College, a committee of three be appointed"—so read the Directors' minutes of May 30, 1888. The three appointed consisted interestingly of one director, Calvin A.

Duncan, and two professors, Edgar A. Elmore and Samuel Tyndale Wilson. The assignment was: "To correspond and confer with the friends and supporters of the College in regard to securing a President, and, if possible, at the next annual meeting of the Board to present the name of one well fitted to be President of the Institution."

In six months the Committee was ready to report and at a special meeting of the Board on January 17, 1889, it nominated Rev. Samuel Ward Boardman, D.D., then a pastor in Stanhope, New Jersey, and he was unanimously elected. He had been recommended by Presbyterian leaders in New York, Pennsylvania, and elsewhere, and the family of a long-time friend and financial supporter of the College, Sylvester Willard, M.D., of Auburn, New York, where Dr. Boardman had served as a pastor for fifteen years.

It was two months later, in March, that Dr. Boardman announced his acceptance, and still another three months before he arrived to assume his duties. While considering the call, however, he visited the College as the effective leader of the 1889 February Meetings. During the summer between his acceptance and arrival, he obtained a number of gifts, including a notable one from Mrs. Willard to build a President's residence on the campus.

On September 5, 1889, Dr. Boardman was formally inaugurated as "President, and Professor of Mental and Moral Science, and of Didactic Theology," having been given the same staggering title which his predecessor had carried in the latter part of his term. The exercises were held in the College chapel on the second floor of Anderson Hall. His inaugural address on "The Bible in Colleges and Theistic Realism" was characterized in the Directors' minutes as "a masterly discussion of a very important subject." Also in the minutes of the day is this record:

> The following Pledge was publicly read and subscribed: In accepting the office conferred upon me by this Board of Trust, I now assume the responsibilities of this high station, covenanting with the Board and pledging myself to the Christian world, and before God, to maintain the duties and prerogatives that belong to the Presidency of Maryville College, in conformity with the Charter granted by the State, and the principles on which the College was founded and the time-honored usages established in its past history and the agreements heretofore made and now existing between this College and those who have contributed to its funds.

Biography

Samuel Ward Boardman was born at Pittsford, Vermont, on August 31, 1830. His boyhood was spent in Vermont, at Pittsford, Rutland, and Castleton. He graduated with a Bachelor of Arts degree from Middlebury College (Vermont) in 1851, and from Andover Theological Seminary (Massachusetts). Later he was awarded honorary Master of Arts Degrees by both Middlebury and Dartmouth Colleges. In 1868 he was elected an alumni member of the Middlebury Chapter of Phi Beta Kappa. The honorary degree of Doctor of Divinity was conferred upon him by Hamilton College (New York) in 1870, nineteen years before he went to Maryville; and that of Doctor of Laws by Middlebury College in 1890, a year after he became President of Maryville College.

He was an instructor at Middlebury College for three years (1859–1862), and filled four pastorates in this order, all before going to Maryville: Norwich, Vermont, two years; Auburn, New York (Second Presbyterian Church), fifteen years; Sterling, Illinois, three years; and Stanhope, New Jersey, six years. During his Auburn pastorate, Dr. Boardman was moderator of his synod, and served as chairman of committees to raise funds for Auburn Theological Seminary and Hamilton College. While at Maryville College, he was in 1897 Moderator of the Synod of Tennessee. Throughout his life, he was a frequent contributor to journals and to the press.

He was married at the age of twenty-seven to Jane E. Haskell, of Maine, but after two years she and their son both died. Two years later, he married Sarah Elizabeth Greene, of Westboro, Massachusetts, daughter of the Secretary of the American Board of Commissioners for Foreign Missions (ABCFM), and great granddaughter of Roger Sherman, a signer of the Declaration of Independence and the U. S. Constitution. There were nine children, six of whom grew to maturity. Two of them graduated from Maryville College, Samuel Ward Boardman, Jr., in 1894, and Roger Sherman Boardman in 1896. Both later had distinguished careers in the New York City metropolitan area, the former as an attorney, the latter as an editor and author.

Dr. Boardman retired from the presidency of Maryville College in 1901, having reached seventy, the College's retirement age. From that time until his death in 1917, a period of sixteen years, he lived in

Bloomfield, New Jersey, filling pulpits of churches in the area when invited to do so. He was the Baccalaureate preacher at the Maryville College Commencement of 1915, the year this writer was a member of the graduating class. He died August 30, 1917, at the age of 87, and is buried beside his wife and others of his family in Fort Hill Cemetery, Auburn, New York.

Progress Under President Boardman

The overall advances made during Dr. Boardman's presidency were very substantial. The enrollment increased forty percent to 400, and the faculty seventy percent to seventeen. The number of graduates receiving the bachelor's degree each year was twice that in any year before 1890. The curriculum and academic standards in both the college and preparatory departments were notably strengthened.

College facilities on the 250-acre campus were materially increased and improved. When Dr. Boardman arrived in 1889 there were five buildings and when he retired in 1901 there were ten. The additions included the Fayerweather Annex, which more than doubled the capacity of Anderson Hall; and Boardman Annex, which increased the dormitory capacity of Baldwin Hall and provided the first all-campus dining hall. It was in Dr. Boardman's administration that the College's first central heating plant and system were built, and that electric lights were first used in the buildings. The first topographical survey and map of the campus were made in 1892, and became a guide for location of new buildings for several decades.

Dr. Boardman assumed the presidency shortly after the racial-integration controversies of the 1880's. Maryville's integration policy was increasingly under attack in the community and State throughout his term. His strong commitments to the College's position and to its pledges and his irenic spirit did much to maintain the program through that difficult period. During the nineteenth century, there were nine Negro students who received the bachelor's degree at Maryville, and eight of those were conferred by President Boardman.

A Christian Educator

The record of Dr. Boardman's own education and the recognition given him by such eminent colleges as Middlebury, Dartmouth, and

Hamilton, testify to his sound scholarship. Perhaps his most distinctive contribution to the development of Maryville College was in the ideals of scholarship and culture which he brought to it. He was successful in raising money, both as a pastor and as president, although neither this work nor administration was his chief interest. He was at heart a scholar, a teacher, and a minister.

He believed firmly in Maryville's Christian purposes and program. In a major report during his final year he said, "Most American colleges have been Christian in their origin, but Maryville College somewhat more. . . . It has hitherto stood for something more than a common college. . . . As it now leaves the nineteenth for the twentieth century, may it be baptized anew with the Holy Ghost."

A half century after his graduation in 1897, Judge John C. Crawford wrote: "Dr. S. W. Boardman personally conducted all of the senior classes. He was a scholarly and cultured man, a Christian gentleman. He was somewhat of a philosopher, which enabled him to make the intellectual sciences interesting. . . . His personal acquaintance with many men of national prominence . . . enabled him to give interesting slants to our studies in Constitutional History, Government, and Political Economy. And of course with his theological training, experience, and ability, he was a good instructor in Theism."

At Retirement

Dr. Boardman reached the age of seventy in August, 1900, and on May 28, 1901, the Board of Directors accepted his resignation and elected him "Emeritus Professor of Mental and Moral Philosophy." The minutes of that date contain the text of a resolution reading in part as follows:

> The Board of Directors of Maryville College in regular annual session, in accepting the resignation of President Samuel W. Boardman, D.D., who for the past twelve years has so devotedly and faithfully served the College, hereby gives expression of its high appreciation of his noble Christian character and his constant and devoted loyalty to the institution; and rejoices that the years of his connection with the College have added a lustrous chapter to the history of the institution.

Chapter 6 A Church-Related College

REPEATEDLY THROUGHOUT this volume there is reference to the fact that Maryville College has always been a church-related institution. The present chapter will review the form of this relationship and describe briefly its American higher education context. First the context.

The Church-Related College in America

In the Colonies

All of America's first colleges, and a majority of its later ones, had their beginnings in the zeal of the churches and their ministers. There are in existence today some nineteen institutions which were founded in the thirteen colonies before they became the United States of America. While most were not by formal action of church bodies, yet all had their roots and main support in the churches. For all of these there was a primary purpose which later impelled the founding of the institution that became Maryville College. The famous statement of purpose in founding Harvard says it was "to advance learning . . . dreading to leave an illiterate ministry to the Churches, when our present Ministers shall lie in the Dust." Only five of the existing colonial colleges are church-related today, in the usual meaning of that term; three are now tax-supported, and eleven are independent of both church and government. Several of them began with a sort of joint relationship, and some historians have described them as "state-church" colleges. For example: William and Mary, second oldest in the nation, was founded in 1693 with relationships to the Anglican Church and the Colony of Virginia; and Rutgers, founded in 1766, had a Board composed of the Governor and three officials of New Jersey, 13 ministers, and 24 laymen.

In the Young Nation

During the first half century after adoption of the Constitution created the United States, about forty permanent colleges were opened. Of these, three fourths were established directly by ministers and members of the churches. Of interest here is the fact that half of the three fourths, including Maryville College, were by Presbyterians. Even the early state universities often owed their origin to church concern, as in the cases of the University of Tennessee, which began in 1794 as Blount College; and the University of Michigan, which was founded by a judge and two ministers in 1817, two years before Maryville.

Research has identified over 500 colleges founded in sixteen States alone by the time of the Civil War, most of them through efforts in the churches. A large number of them disappeared in time, especially in the South during the War years. Then, from the War until the end of the 19th century, extension of the southern and western frontiers was accompanied by church missionary enterprises which placed schools and colleges all across the land. It was in this period that American church colleges wielded relatively their largest influence, often supplying to vast territories their only facilities for an educated leadership. From the establishment of our first college in 1636 (named for Rev. John Harvard, who matched the Colony's grant and also gave his library) church colleges have been pioneers in all parts of the United States. And as late as 1900 there were five times as many church-related as tax-supported colleges and universities, with twice as many students.

A Decreasing Role

In general the early state universities, up to the time of the Civil War, conducted much the same kind of program as that found in church-related and independent colleges—religious emphasis and a classical liberal arts curriculum. An unheralded action of Congress in 1862 became the basis in later years of a whole new development in American higher education. It was passage of the "Morrill Act" endowing colleges of agriculture and mechanical arts in the various States. Out of this came a greatly increased program of tax-support for all types of institutions. At the same time it led to a movement away from classical to vocational and practical studies. Also in the second half of the nineteenth century the German university idea of technical knowledge, devoid of interest in character or religion, and a growing emphasis on graduate study exerted a radical influence on American higher education. The rise of technology, secularism, and affluence, during the first two thirds of the 20th century, found the changed emphases in education congenial and useful. Since World War II especially, the number and proportion of youth entering college have multiplied; and the establishing of higher institutions by the States and government at other levels has been unprecedented, even fantastic.

Church-related colleges are more numerous, better equipped, and have more students than ever before. But they now occupy a much smaller part of the higher education field than ever before. Of the total college student population, the proportion in church colleges has decreased from more than half at the turn of the century to something like a seventh or eighth at Maryville's Sesquicentennial. The present significance and future potential of our church-related colleges greatly exceed their proportion of the total student enrollment. In a recent U. S. Office of Education list of 2,207 colleges and universities in the country, 893 or about 40 percent are classified as church-related. Most of them are relatively small four-year colleges, although a few are large universities and a few are junior colleges. In common with other non-tax-supported institutions they face a serious financial future. Yet many of them are superior institutions and can continue to play an important role in American higher education, if they can secure adequate financial support, and are able to maintain in contemporary forms their fundamental historic purpose and character.

The Plus Element

Being church-related does not automatically make a college Christian; and being state controlled or independent of both church and state does not necessarily prevent it from being Christian. However, it has long been common knowledge that only a few colleges, other than those related to a church, consider religion or Christian character to be a direct part of their business. Few tax-supported or independent institutions think they are free to do so. All colleges are tempted to be like the majority, to avoid being different. But it is expected that the church college, free to be different, will be loyal to its purpose to do what the secular college does, plus something distinctively religious and spiritual.

To many it seems self-evident that this plus element should have a regulative place in our colleges and universities. But to a great many people this does not seem self-evident at all. They do not think it matters much what the colleges or the churches do about religion in higher education. A former prominent university president warned: "Here is our national peril, that the supremely important task of our generation will fall between Church and State and be ignored by both. The Church may say, 'Education is no longer in our hands;' the State may say, 'On all religious matters we are silent.' "

In the Present Higher Education Picture

The figures change every year, but at this writing the most recent report in hand from the U. S. Office of Education gives this distribution: Total senior and junior colleges and universities, 2,207; Public (tax-supported), 790; Church-related, 893; Independent (of both state and church), 524. The church-related group is divided into Protestant, 484; Roman Catholic, 381; other religious bodies, 28.

Whether our Protestant churches or their members will support and advance their colleges to any adequate degree remains to be seen. There are only 20 percent more Protestant colleges today than there were in the year 1900. More than that have been established in this century, but some older and younger institutions have withdrawn or been dropped from church affiliation, and are now classified as independent or tax-supported. The Roman Catholic Church, on the other hand, has had an active college building policy, and since 1900 has increased the number of its colleges by something like 600 percent.

The United Presbyterian Church currently sponsors 52 colleges in the United States (46, of which Maryville is one, through the Board of Christian Education, and six through the Board of National Missions).

How Maryville is Church-Related

There are various types of relationship between church bodies and affiliated colleges. They form a complicated picture, but in a sense this contributes to one of American higher education's notable virtues—its diversity. The factors most frequently found in the church-college relationship are also in the history of Maryville College. Here are eight of them.

Ownership of the college by the church or one of its agencies. In a comprehensive survey of church-sponsored higher education, published in 1966, the Danforth Foundation found that approximately 95 percent of Roman Catholic colleges are owned by Catholic Orders or the Church; while but 50 percent of all Protestant institutions and 42 percent of Presbyterian colleges are owned by the sponsoring Church. Ownership of Maryville College was in the Synod from 1819 to 1842; then by Charter it was vested in the Directors as trustees of the College, and continues to reside there.

Appointment (or nomination) of members of the college's governing board by the sponsoring church body. All directors of Maryville College from the beginning have been elected by the Synod within whose bounds the College is located. Since the 1883 amendment to the Charter, this has not been legally required (although generally thought to be), but has in reality been by mutual desire and agreement. The present College Bylaws, subject to change by the Directors, specify that directors are to be elected by Synod at its discretion.

Official sponsorship by a church body (which may or may not involve financial support). Maryville College was founded and has been officially sponsored for all its 150 years by the Presbyterian (since 1958 United Presbyterian) Church in the U. S. A. As noted, the College's direct relationship has been to the Synod; and in modern times it has been one of the colleges sponsored by the General Assembly, upon recommendation of the Board of Christian Education. Although it has never been officially related to the Presbytery within whose bounds it is located, there has always been the relationship inherent in the fact that the Presbytery is a constituent unit of the Synod; and for geographical as well as ecclesiastical reasons, cooperation between College and Presbytery has been necessary, constant, and cordial.

Financial support of the institution from official church sources. Although often intermittent and usually modest, some such support has been received by Maryville in most periods of its history. This has been with increased regularity and amount in the twentieth century.

Institutional Statement of Purpose. A reading of Chapter 7 in this volume will make it clear that all of Maryville's statements have reflected the College's Christian orientation, and often its organic church relationship.

Church membership of Directors. About three fourths of the church-related colleges and universities in the United States have some regulations as to church affiliation for members of their boards of control. The proportion is lower among Protestant than among Roman Catholic colleges. Maryville's original Constitution approved by the Synod of Tennessee in 1819 required that two thirds of the directors should be ministers "in good standing" and one third laymen "in full communion" in the Presbyterian Church in the U. S. A. The Charter, as amended in 1845, specified that election of directors be "according to the usage and custom . . . prior to its incorporation" in 1842. The amendment of 1883, currently in force, gives the Board itself power to fix specifications as to its composition and election.

Since the 1940's a few that were not members of the sponsoring Church have served as directors. Current policy calls for a strong majority from the United Presbyterian Church in the U. S. A., with ministers comprising approximately half the membership of the Board (compared to the former two thirds). Needless to say, today's professional fund-raising counsel are less than enthusiastic about the large proportion of ministers with their limited financial resources. However, Maryville has found that, with their training and interest, ministers on the Board of Directors make some special contributions, other than financial, to the life and work of a church college.

Church membership of faculty and staff. About three fourths of all American church-related colleges and about two thirds of Presbyterian colleges state that church membership is a consideration in making appointments. The original 1819 Constitution of Maryville College (then the Southern and Western Theological Seminary) specified that "the professors shall be ordained ministers of the Presbyterian Church, not under thirty years of age, in good standing and of good report, men of talents and learning." These specifications were gradually broadened as time passed. The "Statements of Purpose" published annually from the 1930's into the 1960's defined the College's long-established policy in these words: "The only teachers and officers appointed are those who give clear evidence that they possess a genuine Christian faith and life program and are actively related to an evangelical church." It will be noticed that there was no reference to Presbyterian affiliation. The current By-laws, which deal chiefly with organizational matters, do not list qualifications of personnel, but the policy continues to be that which was in the above Statement of Purpose. While the faculty of the past half century has become more interdenominational (perhaps ecumenical should be the word now), and a much smaller proportion have been ministers, yet a majority, including the presidents, have always been Presbyterians.

Affiliation with an organization of colleges related to the same denomination. Maryville has been a member of the Presbyterian College Union, an association of the colleges sponsored by the United Presbyterian Church in the U. S. A., since its formation early in the twentieth century.

Unofficial Relationships

There has been a unique relationship between the College and New Providence Presbyterian Church of Maryville. It was to be pastor of this church that Isaac Anderson came to Maryville in 1812. He was its pastor when he persuaded the Presbytery and Synod to establish Maryville College, and continued as pastor throughout his thirty-eight years as President. During its first fifty years the College held its Commencements and other public meetings in the church's sanctuary. After the College moved to its new campus, it gave its former campus grounds at the center of the town to the church. This became the site of the fourth building erected by the church (organized in 1786) and was occupied from 1891 to 1952. Throughout the years, many directors, faculty, staff, and students of the College have been members and worshipers in New Providence Church, and both College and church have valued the long-time cooperative relationship. Another friendly relationship over many years was with the Second Presbyterian Church of Maryville, merged in the mid-

1960's with New Providence Church, to which the College in 1871 deeded its "boarding house" property on Church Avenue.

Since the early 1950's the Highland Presbyterian Church has been located just off the campus, and many students and faculty have attended there. When New Providence Church moved from downtown to its present location on West Broadway farther from the campus, about one hundred of its 1,140 members, including a considerable number of the College faculty and staff, withdrew and under authority of Union Presbytery organized the Highland Church.

Of course the College has had throughout its history a cordial and mutually helpful relationship also with other area churches of the Presbytery and of other denominations. This has been especially true about the Second Presbyterian Church of Knoxville, which was established a year earlier than was the College, and of which Dr. Isaac Anderson was for ten years the first minister. Usually its pastor has been a director of the College; and the seventh President, Dr. Joseph J. Copeland, came from a nine-year pastorate there.

Since all directors, faculty, and staff, and most students have been church members, there has been each year an indirect connection with a great many churches, especially Presbyterian churches. A majority of students, faculty, and staff, and almost all directors have been Presbyterians. A considerable proportion of visiting speakers and lecturers on religious subjects have been Presbyterians, not for many decades because of theological preference, but because such contacts are as a matter of course more numerous and Presbyterian leaders are naturally more interested than others in Presbyterian colleges.

History of the Synod

The Synod of Tennessee, which established Maryville College in 1819, was itself only two years old at the time. When the first Presbyterian congregations were organized in East Tennessee, there was as yet no Presbyterian General Assembly. There was a general Synod with several far-flung presbyteries. The old Southwest was until 1785 in Hanover Presbytery (named for a county in Virginia). The General Assembly of the Presbyterian Church in the U. S. A. was formed and its

Constitution adopted in 1789 (the same year the U. S. Constitution was ratified). The inhabited parts of the country had been divided into four Synods: Philadelphia, New York and New Jersey, Virginia, and the Carolinas.

Synods of the Carolinas and Kentucky

The churches in Tennessee and in the territory south and west were included in the Synod of the Carolinas. From time to time there followed rearrangements of presbyteries and synods. From 1785 to 1797, Maryville was in the Synod of the Carolinas and the Presbytery of Abingdon (named for a town in Virginia). Then the Presbytery was divided by a line running north and south through East Tennessee, creating Union Presbytery west of the line and extending "towards the setting sun." The Maryville area was in this new Presbytery. In 1802 the Synod of Virginia was divided into the three Synods of Virginia, Pittsburgh, and Kentucky. In 1810 the Presbytery of Union was upon its own request transferred by the General Assembly from the Synod of the Carolinas to the Synod of Kentucky.

Synod of Tennessee Formed (1817)

But the synod alignment was soon to change again. After another seven years, the General Assembly of 1817 approved a request of the Synod of Kentucky that it be divided, since it covered most of what is now Kentucky, Tennessee, Alabama, Mississippi, and other regions. Thus the Synod of Tennessee was formed with four presbyteries: Union, West Tennessee, Shiloh, and Mississippi. At its first meeting the new Synod created a Presbytery of Missouri (which after only three years was transferred to the Synod of Indiana) to include the missionaries sent from Tennessee to that territory. To the east, in 1825 that part of Abingdon Presbytery remaining in the State was transferred to the Synod of Tennessee. Meanwhile at its third meeting in 1819 the Synod of Tennessee had founded Maryville College.

Old and New School Division (1837–1870)

Two major ecclesiastical events before the Civil War affected the Synod of Tennessee and Maryville College. The first was the division of the Presbyterian Church in the U. S. A. in 1837 into the "New School" and "Old School." This resulted from controversy over a cooperative "Plan of Union" effected back in 1801 with the Congregational Churches (chiefly in New England). The Presbyteries of the Synod of Tennessee went with the New School General Assembly. This major division of the Church, with two General Assemblies, continued from 1837 through the Civil War and until 1870. In the latter year there was a historic reunion ceremony in Pittsburgh. Memorial Hall, completed on the Maryville College campus the next year, was named in honor of this reunion. (The "McLain," which was added nearly a century later, in effect changed the name.)

The United Synod (1858–1864)

A second ecclesiastical event had unfortunate results for both the Synod and the College. In 1858 the Synod of Tennessee withdrew from the New School General Assembly and affiliated on a rather anomalous basis with a new Presbyterian body known as The United Synod. It was formed by nineteen Presbyteries in the South which had taken great offense at an action concerning slavery by the New School General Assembly held at Cleveland, Ohio, in 1857. Some opposed the majority action of Tennessee Synod and in an attempt to explain it, the Synod issued a pastoral letter, reading in part as follows:

> In declaring our adhesion to the United Synod, we do not commit ourselves as a body, or as individuals, to any particular opinions on the subject of slavery or slaveholding. . . . We simply take the broad ground . . . as underlying the organization of the United Synod, that the discussion and agitation of the subject of slavery, except as regards the relation of master and slave, shall be excluded from our ecclesiastical meetings; that slaveholding not being in the Constitution of the Presbyterian Church, the discussion and management of slavery, as a political institution should be left to the State.

This was an amazing effort to rationalize an action based on prejudice and lack of understanding. Yet those who voted for withdrawal from the General Assembly and for this pastoral letter were sincere churchmen of those times in Tennessee. Maryville College was directly involved. For one thing, Rev. Dr. John Joseph Robinson, the College's second President, was then Moderator of the Synod of Tennessee, and later became Moderator of the United Synod. But far more serious was the fact that in that same meeting the Synod of Tennessee surrendered the property and control of the College to the United Synod. Fortunately, there was a reversionary clause in the agreement, to the effect that the College would revert to the Synod of Tennessee if the United Synod should cease to exist.

Tennessee Synod After the War

In 1864 the United Synod merged into the General Assembly of the Presbyterian Church in the Confederate States of America (since 1865 the Presbyterian Church in the United States). Therefore, the Synod of Tennessee of the Presbyterian Church in the United States of America, after it had reorganized in 1865, reclaimed, reopened, and continued to operate the College. However, this was not without opposition. An unsuccessful lawsuit, which was described in Chapter 4, was filed in 1872 by nineteen pre-War directors of the College, elected by the former United Synod, claiming ownership and control. It was in litigation for eight years and then withdrawn.

Most of the church leaders who had been out of accord with the Church's opposition to slavery and secession were no longer in the Synod. It applied to the New School General Assembly for readmission of its Presbyteries and they were received in 1866. All of the Presbyteries south and west of East Tennessee had affiliated with the Presbyterian Church in the United States (Southern). Many local churches had lost members. The Synod of Tennessee now had only half as many churches and one fourth as many church members as it had had before the War. In 1870 the reunited General Assembly consolidated various synods, and "The Synod of Tennessee was made to embrace the States of Tennessee, Louisiana, and Texas, with all our ministers and churches intervening" (presumably in at least Georgia, Alabama, and Mississippi). That was the period of the Synod's greatest size—from Virginia through Texas to Mexico. Those would be impossible bounds, even with more people and today's transportation. Within a few years Texas was transferred to the Synod of Kansas and the Presbytery of New Orleans covering Louisiana was dissolved.

Synods of Alabama and Mississippi

After the Civil War there were practically no churches or ministers of the Presbyterian Church in the U.S.A. in Georgia, Alabama, Mississippi, or West Tennessee. But there were congregations of the Cumberland Presbyterian Church, which had been formed in 1810 after a withdrawal from the Synod of Kentucky. They had organized a Synod of Mississippi in 1832 and a Synod of Alabama in 1836. In 1906 the Presbyterian Church in the U.S.A. and the Cumberland Presbyterian Church reunited (unfortunately with a large minority of Cumberland congregations remaining out of the union). The Synods of Mississippi and Alabama became parts of the united Church, and in middle and West Tennessee there developed Presbyteries composed largely of former Cumberland churches.

Synod of Mid-South

In 1942, through the leadership of such men as Rev. Dr. James E. Clarke of Nashville, Rev. Dr. Joseph M. Broady of Birmingham, and Rev. C. P. Thrailkill of Mississippi, and after three years of joint synod meetings on the Maryville College campus, the three Synods of Tennessee, Alabama, and Mississippi were united to form the Synod of Mid-South. Although this action created again a synod very large geographically, it was a logical and near-necessary development. The Synod of Mississippi then had only 45 small churches with 2,370 members and 16 ministers. Alabama was some stronger, with about the same number of churches, but with twice as many ministers, and three times as many members. The Synod of Tennessee had 185 churches and 19,454 members. But even a union of the three made a synod of only moderate strength. Since that time most of the annual meetings of Synod, the Women's Synodical Society, and Synod training conferences have been on the Maryville campus.

In 1958, the Synod of Mid-South and the Synod of Blue Ridge, covering approximately the same geographical area, each having voted in favor of merger, were united by the General Assembly under the name Synod of Mid-South. The Synod of Blue Ridge at the time of merger consisted of three Presbyteries, 19 ministers, 35 churches, and 2,435 members of the Negro race. It had been formed as the Synod of East Tennessee after the Cumberland Church merger of 1906. Similar synods of Negro churches had been formed much earlier in the Carolinas—Atlantic in 1868 and Catawba in 1887. The General Assembly of 1954 had set up (appointed by the present writer, then Moderator) a Special Committee on Segregated Synods of which there were five then remaining (Negro, Welsh, Indian), organized on the basis of race or culture rather than geography. This was with a view to integrating them into existing synods and presbyteries covering the same geographical areas. The 1958 merger of Blue Ridge and Mid-South Synods was expedited by the work of this Committee.

The Synod of Tennessee, by which Maryville College was founded, consisted in 1819 of approximately 50 churches, 40 ministers, and 3,000 members. Its successor, the Synod of Mid-South, to which the College will report at the end of its 150th year in 1969, consists of approximately 250 churches, 260 ministers, and 30,000 members.

Financial Support

As indicated earlier in this chapter, Maryville College has received some financial support from official church sources, although located in a part of the nation where its sponsoring Church has not been large or strong. However, the College was founded by a frontier synod which had no funds and during much of its life has considered itself to be in a home missions area, which received more funds from the outside than its own churches were able to contribute to missionary causes. But having never been classified as a home (national) missions project, Maryville has not received home mission funds. Yet in 1919 the Presbytery of Union conducted a successful campaign for $25,000 as part of the Centennial Forward Fund. At different times during the next four decades the Synod sponsored limited united campaigns, with but moderate success, for Maryville and other colleges within its bounds. Then came more productive efforts in the 1960's. Within the past five years Maryville has received over $80,000 for capital purposes through a united Synod campaign, and is assured of more than $150,000 from the denomination's nationwide "50-Million Fund" campaign, the major portion coming from designated gifts of churches in the Synod of Mid-South. The officials of the College count this progress a hopeful sign for the future.

Funds to rebuild and endow the College after the Civil War came largely from individuals in the North, most of them church members. Presbyterian Church officials gave friendly encouragement. Some agencies of the Presbyterian Church at large gave modest support to current operation in the latter part of the 19th century and the early part of the

20th. But the records show few substantial contributions from official church sources. The only large church gift to the endowment fund raised by Professor Lamar in the 1880's was from a local congregation—$4,000 from the West Presbyterian Church in New York City. In the 20th century there have been some official gifts for capital purposes, and several substantial ones from individuals through the Board of Christian Education. One notable contribution by the Church at large was that in the 1950's from the Opportunity Giving of United Presbyterian Women. But most larger gifts have continued to be from private donors or Foundations, and in the 1960's from the Federal Government.

During much of the past half century, the Church at large has put into its budget contributions through the Board of Christian Education to colleges for current support. Much of the time this has been divided equally among the colleges, with Maryville's annual share being in recent years between $20,000 and $30,000. This has been of material help to all Presbyterian colleges, but it is a small proportion of their budgets, and does not indicate that the Church has in reality taken its colleges very seriously. Currently proposed changes in United Presbyterian Church policy will reduce even this support for most colleges related to the Church through the Board of Christian Education. Official sponsorship by the General Assembly, the Board of Christian Education, and the Synod is valuable. But, with the unprecedented financing now available to tax-supported institutions, the future of the church-related college in America is uncertain, unless this sponsorship produces greatly increased support from church sources.

Current Church Policy

In 1961, the General Assembly of the United Presbyterian Church in the U. S. A. adopted an important policy paper prepared by the Board of Christian Education, entitled "The Church and Higher Education." It committed the Church to the support of "quality" higher education to be measured by "the best standards of the Academic World." And it declared, "We believe that the church must continue to provide, as one live option in the American pluralistic scene, colleges with an openly avowed Christian purpose where the best in education may be found in the context of a Christian community."

Two years later, in 1963, the following "Administrative Standards and Procedures" for United Presbyterian Colleges were set up replacing the more specific standards of 1943: (1) a published statement of purpose; (2) faculty and officers dedicated to this purpose, to academic excellence, and to true piety, with integrity of thought and character; (3) accreditation by a regional accrediting agency; (4) courses in religious studies, including the Bible. In 1965 the General Assembly took note of the facts that the main problem of the colleges was inadequate financial support and that no increased church support was in sight; and approved a policy of concentrating support on the colleges which the Board of Christian Education considers to be of highest quality. In 1967 certain criteria and methods for appraising colleges were approved.

In 1968 the Board of Christian Education called attention to the various patterns of legal ties between colleges and synods. In most cases the synods have some degree of control over the colleges, a control evidently considered by the Board and some colleges to be undesirable. However, with the approval of General Assembly, synods are advised to consider "the wisdom of . . . divesting themselves of the particular responsibilities for direct election or confirmation of trustees or the exercise of other responsibilities that represent latent powers over the governance of the college."

It was suggested that new patterns of voluntary relationship between synod and college be agreed upon, with a view of establishing "the integrity of each in sharing a Christian witness in faith and learning." Whatever the advance represented in these proposals, they appear to anticipate decreasing participation by the Church in the life and work of the colleges officially related to it.

Chapter 7 Statements of Purpose

ALL EXISTING colleges were started with at least some objectives in the minds of their founders. These objectives may have been rather general or vague. Often they were not put into formal statements until the colleges had been in operation, more or less effectively, for a considerable period of time, perhaps many years.

The founders of The Southern and Western Theological Seminary, chartered as Maryville College, unlike the founders of many older institutions, announced a definite objective and outlined a plan to achieve it. In historical sketches, curriculum offerings, and institutional descriptions, there appeared over the years various accounts of basic and expanding aims. However, 113 years passed before the catalog carried a separate section headed "Purpose."

Formal statements of purpose have become increasingly a requirement in the higher education accrediting process which has developed in the twentieth century. Both the statement and demonstrated fulfillment of an institution's purpose are criteria for evaluation. The following sections contain representative historic descriptions of purpose found in Maryville College documents from 1819 to 1969.

In the Founding—1819

The action taken on October 19, 1819, by the Synod of Tennessee to establish the College was in the form of approving, revising, and implementing an Overture from the Presbytery of Union. It had been proposed by Isaac Anderson and was introduced by the following resolution, containing a brief statement of the original motivating purpose:

> The Presbytery viewing with deep concern the extensive fields of the Southern and Western parts of our country, already white to the harvest, in which there are few, very few, laborers; therefore, Resolved, That this Presbytery submit a plan to the Synod of Tennessee for a Southern and Western Theological Seminary.

The plan, received, revised, and approved by the Synod, consisted of thirty-two specifications for carrying out that purpose, and became the Constitution. Announcement of the infant institution was as oratorical as the Constitution was elaborate, envisioning such far-flung results as "the church increased, millions made happy on earth, heaven peopled with multitudes . . . and the inhabitants of both rising up to call its founders and patrons blessed." That is quite different from the restrained collegiate announcements of the present day. But it certainly echoes "purpose," whatever the subsequent achievements.

At Isaac Anderson's Inauguration—1822

Rev. Robert Hardin, A.M., Director, in the Inaugural Discourse at the formal induction of Rev. Isaac Anderson, A.M., as Professor in the Southern and Western Theological Seminary, said, "This is an institution to be devoted to the work of preparing men for the Gospel Ministry."

Professor Anderson, in concluding his Inaugural Address, affirmed that:

> This institution was founded with the most liberal views towards other Christian churches. . . . From these liberal views, and a practice as liberal, it is hoped the institution will never depart. . . .
>
> Let the directors and managers of this sacred institution propose the glory of God, and the advancement of that Kingdom purchased by the blood of his only begotten Son, as their sole objects, and they need not fear what man can do.

The second paragraph of this affirmation was published by the College regularly in catalogs for a hundred years after the Seminary Department was closed. These statements were made three years after the founding action and the first enrollment. Evidently most of the courses had been in "literary" subjects, preparatory to theological instruction.

That was a principal reason for postponing Isaac Anderson's inauguration into the professorship to which he was originally elected. In effect the college and preparatory departments had been started, but in those first years were considered auxiliary to the Seminary. Hence the first statements were in religious terms and specifically refer only to training for the ministry. However, the value of the general education being given could not have been absent from Dr. Anderson's mind. He had already spent seventeen busy years conducting classical academies, and the institution he would direct for the next third of a century would enroll several times as many students in the college and preparatory departments as in the Seminary.

In the Charter—1842

The following excerpt from the Charter may be assumed to reflect basic purposes set forth by the Directors in their application to the State:

> An Act to incorporate a literary institution at the town of Maryville, in Blount County, to be styled the Maryville College, Whereas, sundry individuals in the State of Tennessee and elsewhere, have for the laudable purpose of advancing education, and promoting learning in the State, contributed . . . now possessing a library . . . and a respectable chemical and philosophical apparatus, and has sent forth several hundred alumni, many of whom are now the ornaments of the different learned professions. . . .

In the Earliest Catalog Extant—1854

Most early records were destroyed by the fire of 1856. The catalog of 1854 is the earliest one which has been discovered, and it may be the first one published. Professor Lamar once said that for many years the College could not afford to print a catalog. Neither it nor the three others issued before the War contained Dr. Anderson's early statement of purpose, but since catalogs after the War printed it, we may assume it was prominent throughout the frontier years. The 1854 catalog did carry the following paragraphs with their considerable information on objectives:

> This institution was founded chiefly with a view to the education of young men for the Gospel Ministry. This object has never been lost sight of either by the Synod, the Board of Trustees, or the Faculty. To accomplish this

object, it was found absolutely necessary to provide for the Literary as well as Theological Education of candidates for the Ministry. And in order to keep our young Ministers at home, it was necessary to educate them at home. A College merely could not have done this—a Theological Seminary alone could not. The experience of thirty years has shown that the two must be combined, if the destitutions of our section of country are to be supplied by anything like an adequate Ministry.

The reasons for the establishment of the Institution are briefly these: the destitutions of the South and West, the impossibility of inducing Ministers to come from other parts of the country . . . and the consequent necessity of educating our own Ministers at home . . . hundreds of young men have been educated . . . for a useful and honorable career in life. Many thus educated, have attained to positions of eminence and honorable usefulness in the learned professions, whilst more than a hundred have been introduced into the Christian Ministry.

In the Catalog of 1868—and 95 Years Following

The College reopened in September, 1866, after being closed five years. A tiny four-page "Catalogue for 1866–7" was printed. In 1868 one of sixteen pages was published "For the Academic Year 1867–68." A brief historical article in the latter quoted the familiar statement from Isaac Anderson's inaugural address in this form:

> The grand motive of the founder may be stated best in his own words: "Let the directors and managers of this sacred institution propose the glory of God and the advancement of that Kingdom purchased by the blood of His only begotten Son as their sole objects."

This was reprinted in the historical section of every Maryville College catalog for 95 years—from 1868 to 1963. There were from time to time revisions of other parts of the historical section, some of them indirectly expressing certain aims and objectives. For example, in 1885 and for a dozen years thereafter, we find this statement:

> After the War, the Synod of Tennessee, moved by a spirit of self-preservation and by a desire to promote Christian education in the Central South, resolved to revive Maryville College. The institution was reopened in 1866.

That first little catalog after the Civil War lists courses and students in an Academic Department (four years) and a Preparatory Department (three years). Under the latter is the note, "Designed to prepare young men for College. . . . Students not wishing to enter College can receive instruction in such branches as they may prefer." The next catalog said, "Young ladies, qualified to join any of the classes in the College, are allowed to avail themselves of its advantages."

"The Maryville Spirit"

In his book, *A Century of Maryville College and Second Century Beginnings,* Dr. Samuel Tyndale Wilson, President from 1901 to 1930, speaks frequently of what he terms "The Maryville Spirit." At one point he writes: "From the foundation of the institution in 1819 . . . a well-defined Maryville College spirit has existed in the institution. . . . This spirit has long continued to be the honored and controlling spirit of the College. It has dominated the institution, and has, itself, developed richly under its tutelage."

"It is rather hard to define," he says, "but its outlines may be roughly indicated . . . a composite of at least four worthy qualities." These are usually stated as Breadth of Human Interest, Thorough Scholarship, Manly Religion, and Unselfish Service. A slightly different version lists "Scholarship, Sympathy, Spirituality, and Service." In Dr. Wilson's interpretation of Maryville's history through more than a century the development of these qualities in students is counted the College's dominant purpose.

In the Catalog of 1932

This was the first catalog to carry a statement of purpose under a separate heading, initiating a practice followed since that time. Dr. Anderson's historic statement was not included, but was put into the section entitled History where it was repeated annually until 1963. This was the 1932 statement:

Purpose and Character

Maryville is a liberal arts college, not a university or professional school. Its primary purpose is to provide a general cultural education and to develop Christian character. It believes that such a foundation is essential to the highest attainments in personal living and in any business or professional career. It urges that all qualified young people, who plan to take professional training, first secure a liberal arts degree, if at all possible.

Christian but not sectarian in its purposes, program, and teaching, Maryville College is officially related to the Presbyterian Church in the U.S.A. The privileges of the institution are, of course, open alike to all young men and young women of good moral character and adequate scholastic preparation, irrespective of their religious affiliation. . . .

In the Catalog of 1933

The second part of the 1932 statement was repeated, but the first paragraph was revised to read as follows:

Maryville is a coeducational liberal arts college, not a university or professional school. Its primary purpose is to provide a general cultural education under conditions which develop Christian character and faith, and at rates which make it possible for young people of limited means as well as those of abundant means to secure a college education. Three historic and distinctive major policies of Maryville College are: (1) High scholarship standards; (2) Low expense rates to students; (3) Positive emphasis on religion and morals.

In Catalogs from 1938 to 1963

In 1935, the published statement was reduced to the first paragraph of the 1933 section. In 1938 this was expanded into the statement which, with minor word changes at three different times, was published under the heading "Purpose" in all Catalogs for the next 25 years. This 1938 statement, as revised to 1963, was as follows:

Purpose

Maryville is a college of liberal arts and sciences, not a university or professional school. Its primary purpose is to provide a broad education under conditions which develop Christian character and belief, and at rates which make it possible for young people of varied means to secure a college education. Three historic and distinctive major policies of Maryville College are: (1) high scholarship standards; (2) low expense rates to students; (3) positive Christian emphasis and program. The only teachers and officers appointed are those who give clear evidence that they possess a genuine Christian faith and life program and are actively related to an evangelical church. The management of Maryville College realizes that the degree to which an institution is in fact scholarly or Christian is determined by the purposes, ability, belief, character, and activity of its faculty and other staff, rather than by its claims.

In Catalogs of 1964–1966

In 1964, the statement which had been printed for thirty-two years was replaced by one of a single sentence, which in turn was replaced in 1967 by the relatively long current statement. For the 1964 catalog the historical sketch of the College was rewritten, and the founder's statement of his "grand motive," which had been printed annually since the Civil War, has been omitted from the catalog since that time. The brief 1964–1966 statement was:

> Statement of Purpose
>
> It is the purpose of Maryville College to graduate Christian scholars responsive to God, who are intellectually and socially mature individuals, serving their fellow men.

Purpose Reflected in the Curriculum

Curriculum Aims
Catalogs of 1948 to 1966

After a major revision of the curriculum, completed in 1947, the catalogs for two decades listed five "Essential Elements of the Curriculum" (reproduced in Chapter 8 of this volume) and summarized certain aims as follows:

> Thus the Maryville curriculum aims to keep in balance for a modern liberal arts college the basic liberal studies and a reasonable vocational emphasis; to give an integral place to the Bible and studies in the Christian religion in the face of widespread secularization of education; to counteract the piecemeal tendencies of the elective system; and to encourage individual creative study in a day when mass methods threaten many of the values of higher education.

The Core Curriculum
Catalog of 1967

The new Statement of Purpose and Objectives, given later in this chapter, and a new curriculum were adopted in 1967. An integral part of the latter is the Core Curriculum which is described in the catalog by the following statements reproduced here because of the reflection of purpose.

> The innovations in curriculum have been made to take into account the latest developments in education. In the conviction that a liberal education is, in the final analysis, the most practical education, the College continues to offer a core with a broad base in the humanities, the natural sciences, and the social sciences. A recognition of the demands of the future, however, has led to these new emphases: (1) interdisciplinary and coordinated multidisciplinary approaches to make clearer the interrelationships among the various fields of learning; (2) a strong focus on non-Western studies and on social and political issues to encourage more informed participation in world affairs; (3) the introduction of a philosophy course in the freshman year to stimulate from the beginning of the college career a greater concern with values; and (4) more opportunities for independent study in order to place on the student a gradually increasing responsibility for his own education.

Vocational Preparation
1947–1963

For twenty-five years, following World War II, the catalog contained a section on vocational preparation (including pre-professional) courses. Its introductory statement deals in part with institutional purpose during that period.

> The curriculum of Maryville College is based on the assumption that a broad, general foundation of cultural subjects is fundamental preparation for a useful life. This is provided in the core of general education which occupies approximately one half of each student's course for the four years. But the College is also alert to the desirability of a fully practical side of higher education and in the following pages seeks to point out the special types of courses which either provide the desirable preliminary training for, or in some cases lead to, a number of vocations presenting useful and inviting career possibilities.

"Essentials in Long Range Purpose"—1959

A statement of approximately one thousand words, under the title "Essentials in Long Range Purpose of Maryville College," was adopted in

1959 by the Board of Directors, upon recommendation of the Long Range Planning Committee, composed of directors and faculty, including the Chairman of the Board and the President of the College. In this statement there are thirteen "Essentials" specified and amplified under the following titles:

(1) A private college
(2) A church-related college
(3) A Christian college
(4) A four-year college of the liberal arts and sciences, offering the bachelor's degree
(5) A college offering vocational preparation
(6) An accredited college academically
(7) A coeducational college, with the numbers of men and women approximately even
(8) A dormitory college, with all non-commuting students (estimated to average 80% of the total enrollment) living in the dormitories and eating in the college dining hall
(9) A cosmopolitan and church-wide college that seeks qualified students from all parts of the United States and from foreign countries (aiming in particular to serve the whole United Presbyterian Church in the U. S. A.); yet recognizing as a first responsibility service to the College's own community and region
(10) A racially integrated college
(11) A college financially within the reach of qualified students of moderate means as well as those of ample means
(12) A college of limited size, with a maximum enrollment of 1,000
(13) In admission policies quality shall have priority over quantity

In Catalog of 1967

This is the current official Statement of Purpose. It was drafted by a joint committee of directors and faculty, after an extended period of study and after consultations with individuals and groups, including students. It was approved by the Board of Directors on May 5, 1967. This statement differs from its predecessors in length, terminology, and approach, but it seeks to retain the same regulative ideas and add to them.

Purpose and Objectives

Aware that twentieth century man is threatened by forces leading to the alienation of persons and the fragmentation of life, Maryville College seeks to be a community built upon a single commitment and dedicated to a single purpose. The commitment is to the Christian faith. The purpose is the pursuit of truth in concept and in life. The College recognizes no necessary dichotomy between the intellectual and the religious or between knowledge and values. Man's creation of order out of chaos, his weaving of the fragments of his experience into a meaningful pattern, must call into play reason, experience, and faith—both empiricism and revelation. Although the pursuit of knowing and doing the truth is a single pursuit, the paths leading to it are numerous. An education that trully liberates involves full and free exploration.

All learning begins with assumptions. It is only when they are made clear that one can ask the intelligent questions that lead to discovery. At Maryville College the basic assumptions are that God is the ultimate source of truth, that His highest revelation is through Christ, and that the relationship to God of love and obedience through Jesus Christ is the basis of true life.

Once the student has the security of knowing what the assumptions are, he is free to ask questions, to doubt, and to evaluate as he searches for his own answers and attempts to establish his own identity and his own assumptions. He is led by a faculty dedicated to the pursuit of knowing and doing the truth, sensitive to the Christian commitment, and concerned primarily with teaching. He is aided by a curriculum that provides a common core to insure breadth, perspective, and the discovery of interrelationships, an opportunity for specialization in one discipline to lay the foundation for a vocation or graduate school, and a direction toward independent study that will prepare him to continue his education throughout life. The curriculum is designed to equip him to think and act with independence, imagination, and sound critical judgment, and to communicate effectively.

In the conviction that the most stimulating environment for learning is a vital community, Maryville seeks to establish a community in which students and faculty, of varying backgrounds, abilities, talents, and interests, can unite in a common purpose and freely discuss their differences, recognizing that when differences and tensions no longer exist, man ceases to grow. It seeks to establish a community in which all activities—intellectual, religious, social cultural, physical—are coordinated so as to prevent distracting frag-

ELIZABETH HOPE JACKSON
English: 1935–; Division and
Department Chairman

KATHARINE CURRIE DAVIES
Music: 1936–1964; Chairman,
Division of Fine Arts

RALPH THOMAS CASE
Sociology: 1939–1968; Division and
Department Chairman

DAVID H. BRIGGS
Psychology and Education: 1936–1965;
Division and Department Chairman

JOHN DALES BUCHANAN
Bible and Religion: 1946–1963;
Division Chairman

ALMIRA ELIZABETH JEWELL
History: 1911–1945

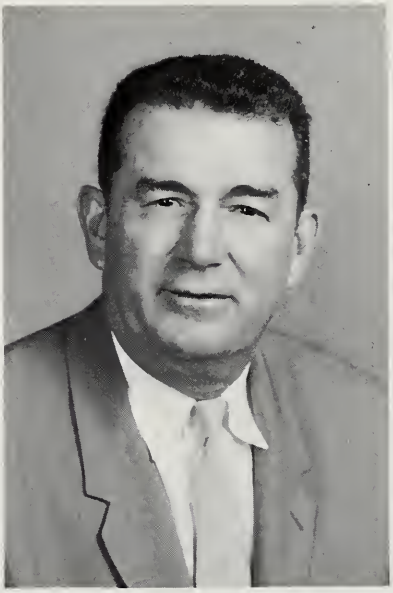
EVELYN NORTON QUEENER
Physical Education: 1925–1959

ALMIRA CAROLINE BASSETT
Latin: 1926–1949

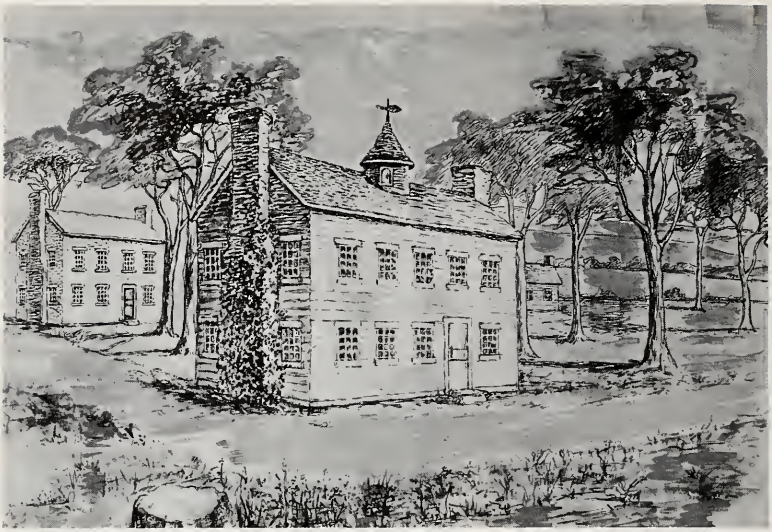
JESSIE KATHERINE JOHNSON
English: 1932–1967

LYLE LYNDON WILLIAMS
Biology: 1936–1963

MARGARET McCLURE CUMMINGS
Philosophy and Religion: 1940–

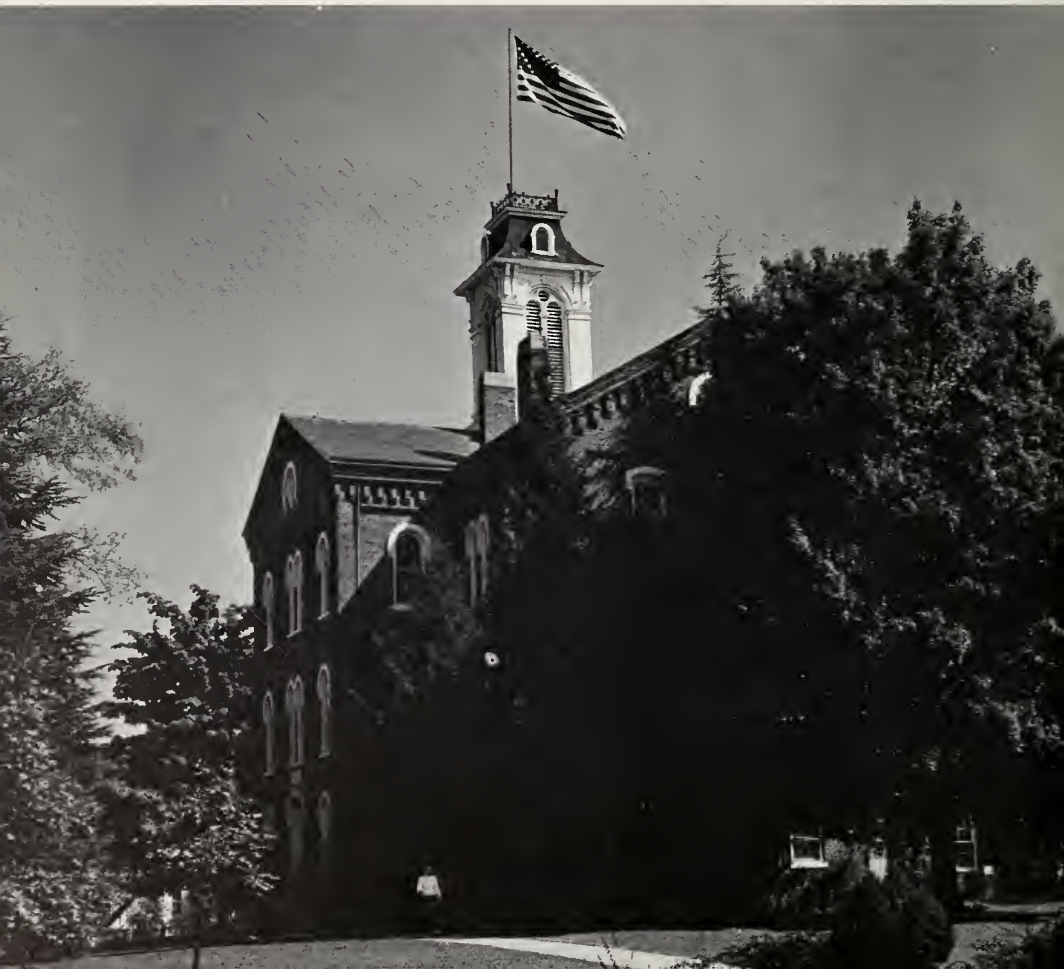


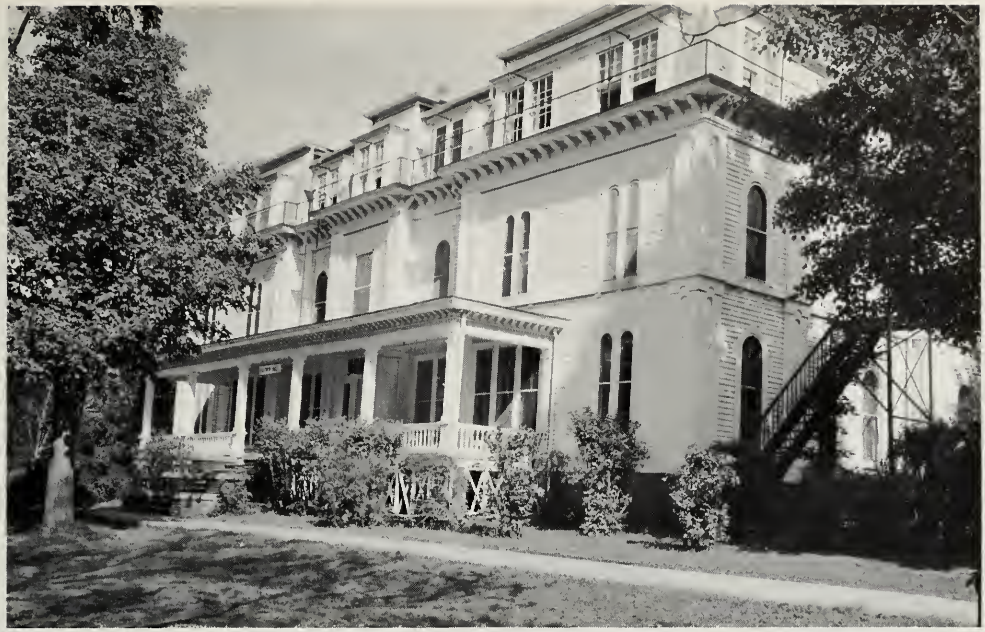
JOHN ARTHUR DAVIS
Physical Education: 1940–



FIRST TWO BUILDINGS
"Brick Seminary," erected 1820; "Frame College," erected 1835

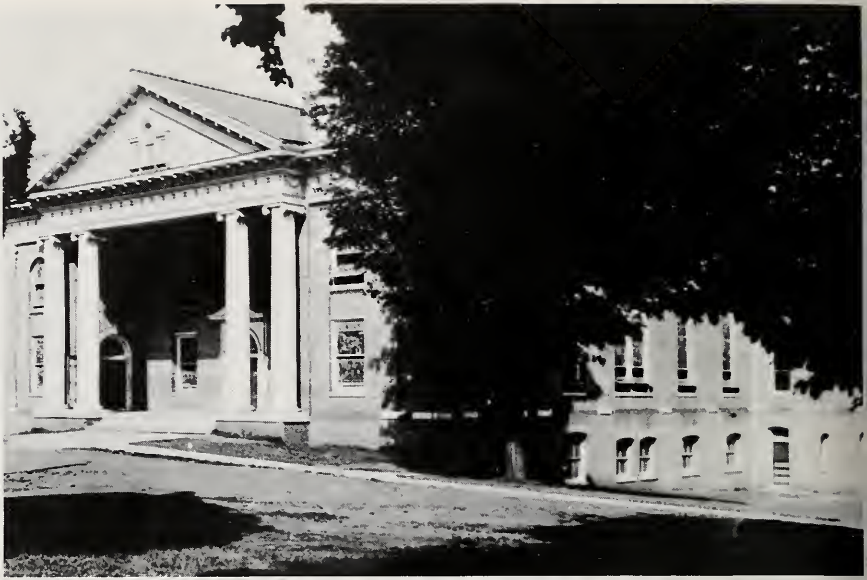
ANDERSON HALL
Erected 1870; oldest building on present campus





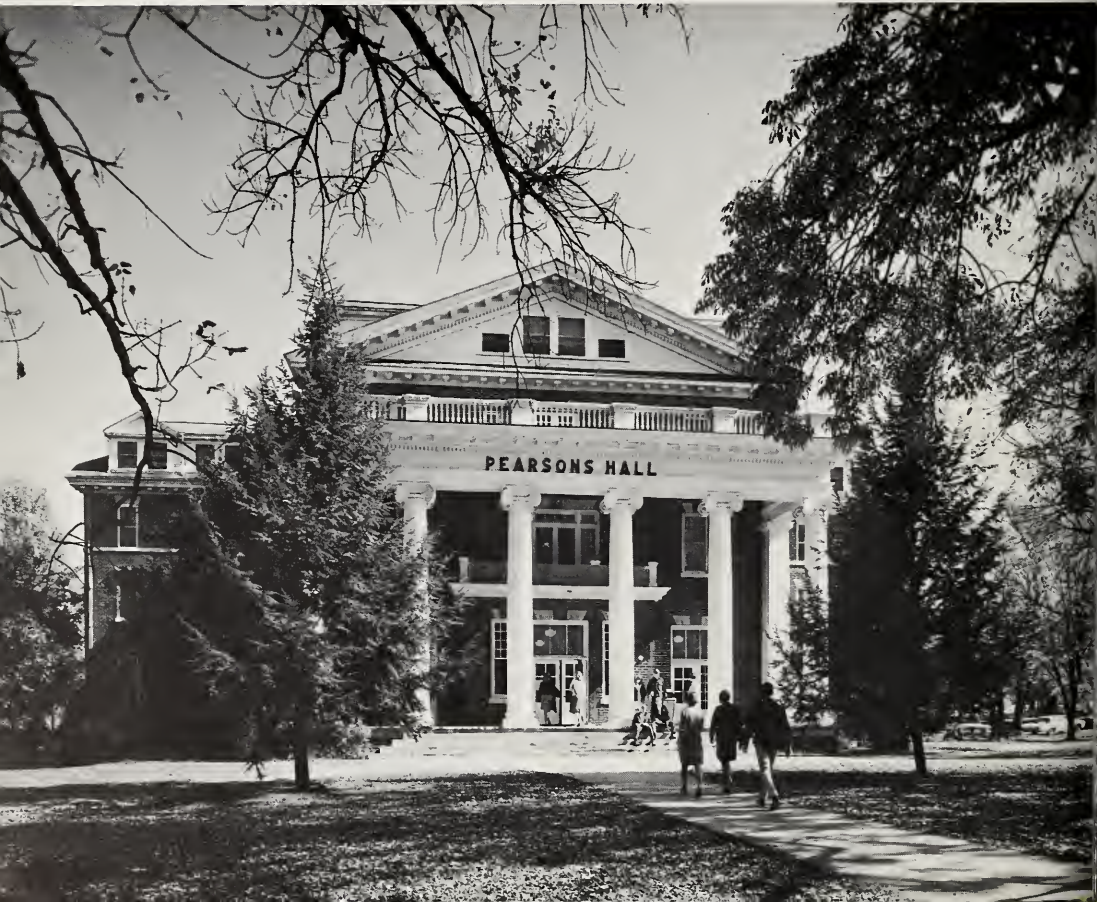
BALDWIN HALL
Erected 1871; removed 1968

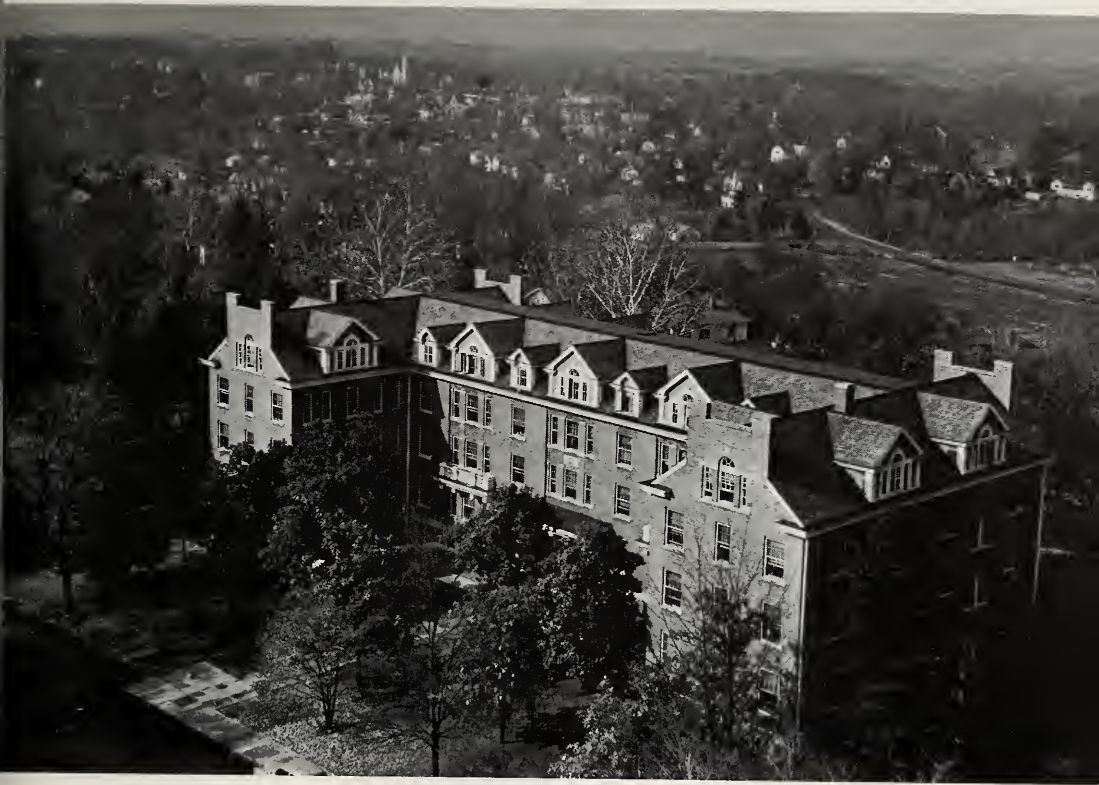
WILLARD MEMORIAL
Erected 1890



ELIZABETH R. VOORHEES CHAPEL
Erected 1906; destroyed by fire 1947

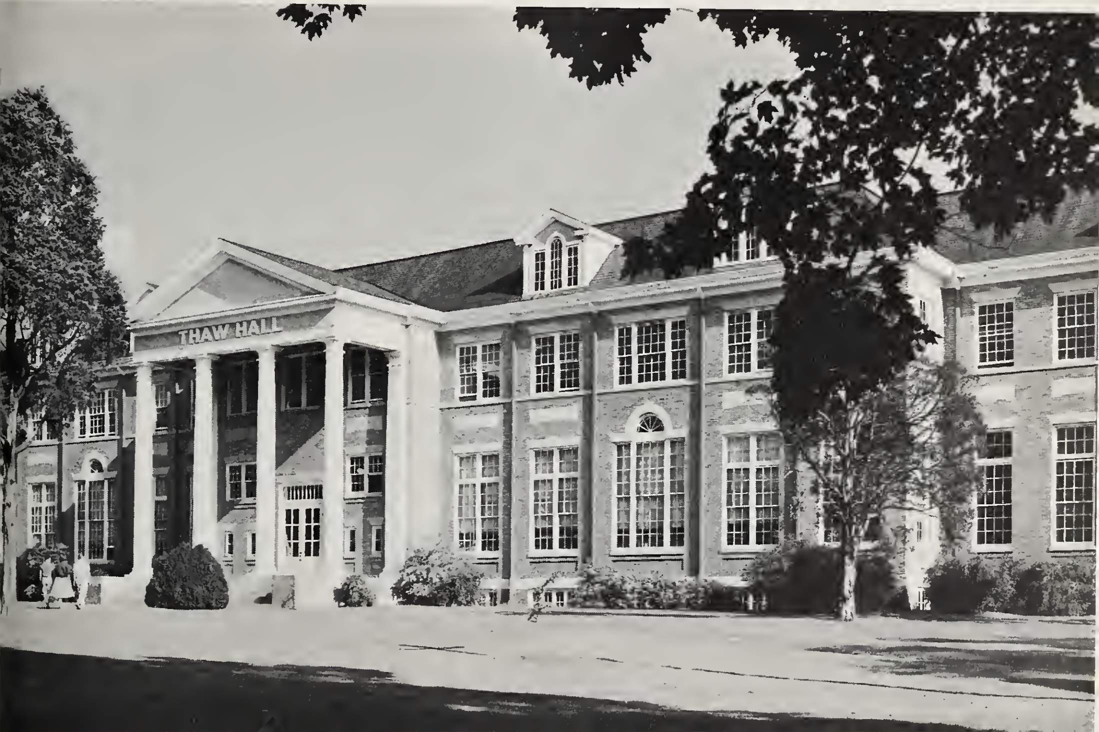
PEARSONS HALL
Erected 1910


PEARSONS HALL



CARNEGIE HALL
Erected 1910; burned, rebuilt 1916

THAW HALL
Erected 1922



FINE ARTS CENTER
Erected 1950

MUSIC HALL, FINE ARTS CENTER

mentation. It seeks to establish a community in which each member may grow in integrity, ever striving to understand and make a unified pattern of his experiences, but learning to contemplate, with reverence, the mysteries of the universe. The total college experience is designed to prepare the student for effective participation and leadership in the larger community of mankind.

Although the ideal set forth here may be beyond man's grasp, the Maryville students and faculty are united in the belief that they can do no less than work toward it, making the pursuit of truth a dynamic process involving continued redefinition of goals, reorganization of curriculum and community life, and reevaluation of teaching and learning methods.

What of These Statements?

These selected materials have been reproduced in some detail, because they throw light on the College's past, provide guidelines for its future, and should be made easily accessible in some such chronological order. In reviewing them a series of historical facts and characteristics appear. Here are ten of them:

(1) The first statements were almost wholly in evangelical Christian terminology, relating to training of ministers.
(2) For a half century after receiving a Charter, the emphasis was on broader forms of Christian education, with an evangelical foundation.
(3) By the turn of the century the development of character and service ideals were being specifically emphasized ("The Maryville Spirit"), with religion still the base.
(4) In the 1930's the first formal statements retained emphasis on character and religion, and added references to being a four-year liberal arts college of high scholarship standards and low expense rates to students.
(5) After World War II the return of veterans to college and a nationwide restudy of higher education led Maryville, like many others, to revise its curriculum, with considerable emphasis on vocational preparation.
(6) In the late 1950's came an extended institutional study which led to the adoption of long-range purposes and plans to be implemented in a Sesquicentennial Program.

(7) Goals were established in the areas of enrollment, curriculum, finance, church relationship, and overall institutional life.

(8) By the 1960's Maryville's statements were referring to academic excellence, an ideal and term then in wide usage.

(9) Finally in 1967 came the latest statement, cast in contemporary language of theology, sociology, and educational philosophy, without reference to specific methods.

(10) From the beginning until now, there runs through all statements a comprehensive purpose to be both an institution of academic excellence and one which produces in its students Christian belief, Christian character, and Christian service motivation.

There are critical observers of American higher education who have suggested somewhat cynically that college statements of purpose are likely to express administrative rationalizations rather than realistic goals. All college officials, including those at Maryville from the founders onward, have recognized the gap between statements and performance. But they also have found a close correlation. The tone of the Maryville statements attests their sincerity; and a comparison of the College's development and the statements attests their influence.

For a long time Maryville's statements of purpose were fragmentary and imperfect. As at most institutions with small beginnings on the early American frontiers, the main concern was the work to be done, not words defining it. An absorbing objective was existence itself. It was not until a century and more after its founding, when higher education was being more systematically organized, methodized, and standardized, that Maryville and other older colleges began to write formal statements of purpose. And, of course, no one of the statements, or all added together, describes adequately the continuing or changing objectives of those responsible for the institution in the succeeding periods of Maryville College history.

In every era and area of Maryville's life and work, the announced objectives have been the guidelines in establishing policy, selecting personnel, and carrying forward the daily program. To take seriously its announced purpose has long been a matter of College conscience.

Chapter 8 The Curriculum

A NEW curriculum and a new calendar were inaugurated in 1967, two years before the Maryville College sesquicentennial. They constitute what is probably up to this time Maryville's boldest revision of its four-year college curriculum. Before looking at it, let us turn some pages of the College's long curriculum history.

Before the Civil War

The curriculum of Union Academy (Mr. Anderson's Log College), 1802–1812, was patterned after the standard classical one of the times in New England. Its basic courses included English Grammar, Latin, Greek, Mathematics, Astronomy, Moral Philosophy, and others.

The Southern and Western Theological Seminary curriculum, specified in the founding constitution of 1819, appears to have been little changed during the Seminary's life of four decades. Admission was by "a diploma from some college" or examination "on a course of literature." The curriculum covered three years and consisted of forty-eight courses: Hebrew Bible, Greek New Testament, The Inspiration of the Bible, The Decrees of God, Archeology, Church Government and Discipline, The Work and Offices of the Redeemer, Sermonizing and Pastoral Care, and forty more. It was an ambitious professional curriculum similar to that of the theological colleges of that day in Scotland. It is fascinating to imagine those early students in the frontier village classrooms at Maryville laboring through such scholarly subjects.

The Literary Course, which also had to be started in 1819, consisted of both college and preparatory curricula, the latter being similar to that of Mr. Anderson's Log College. The usual preparatory (high school) course until long after those days covered three years, and it was so at Maryville.

The usual four-year college curriculum likewise was classical in content until long after Maryville's frontier years. The only antebellum catalogs extant are those for 1854, 1857, 1858, and 1859. The printed description of the four-year Course of Study is substantially the same in each catalog. No electives are mentioned. Freshmen took three courses, apparently meeting daily, and upper classes took four. All students participated in Declamation and Composition alternately on Friday afternoons. Also the catalogs state that "every student is required to attend morning and evening prayers in the college chapel, unless for some special reason excused," and "to attend every college exercise prescribed by the Faculty or Board of Trustees." The college year was divided into two Sessions. Here is the calendar for 1859–1860: Winter Session, October 10, 1859, to March 15, 1860; Spring Vacation; Summer Session, April 3 to July 28; Commencement, July 27; Summer Vacation.

Chief among the college department courses covering one or more sessions were: Latin, Greek, Hebrew or French, Mathematics, History, Rhetoric, Logic, Natural and Moral Philosophy, Chemistry, Botany, Political Science, Political Economy, the last four being in the senior year only. All of this was before the Civil War.

The Curriculum in 1875

The curriculum for the first year of operation after the Civil War was practically the same as that before the War, except that the theological department was not reopened. By the second year some changes were being made. The number of college courses was doubled; additions included such subjects as History of the United States, International Law, Civilization in Europe, and English Bible. In 1867 it was announced for the first time that "Young ladies, qualified to join any of the classes in the College, are allowed to avail themselves of its advantages;" and four "young ladies" were listed among the 63 students.

In the same year an English Department, with a three-year curriculum, was added, "to occupy an intermediate place between the ordinary academy or high school and the scientific departments of colleges, and to . . . fit young men for any position in practical life." This department became popular and within a few years was enrolling over half the student body. Four years later (in 1872), after moving to the new campus, a Ladies' Course appeared on both college and preparatory levels.

The curriculum effective in 1875 had thus developed during the decade after the War. The new commodious campus, occupied in 1870, was an influential factor. Revisions in various details were made from time to time but few major changes until the late 1880's. There were four departments, each with its own curriculum: (1) the Collegiate Department (the Classical Course); (2) the Preparatory Department; (3) the Ladies' Course; and (4) the English Department. The following year a Normal Department was initiated and was in operation four or five years, but it was not a separate division with an organized curriculum; it merely offered a few classes in pedagogy to students in the four established departments who planned to be teachers. However, it can be counted Maryville's first designated work in Education.

The four-year college curriculum continued to be of the traditional classical type, as did that of the three-year preparatory department. The four-year Ladies' Course led to a diploma, but not for some years to a degree. Its curriculum was considered lighter than that required for the degree, although neither men nor women today would call the following courses light: Virgil, Trigonometry, Astronomy, Chemistry, Botany, Geology, Mineralogy, English Literature, Human Intellect, Political Economy. In 1875 four graduates in the Ladies' Course received diplomas, and at the same Commencement a degree was conferred on Maryville's first woman graduate in the classical course—the first of many degrees awarded to women.

An interesting announcement appeared first in the catalog of 1875 and was repeated annually in some form until Fayerweather Science Hall was erected more than twenty years later. Here is an early version: "Chemical and Philosophical Apparatus. The most valuable and complete apparatus ever brought to East Tennessee has been purchased [made possible through a special gift]. Many of the instruments are costly and superior. Among these are an expensive Barometer . . . ; a powerful

Compound Microscope . . . ; a Telescope and a superior Spectroscope . . . ; a large Air Pump and Hyraulic Press of great power; a large Holtz Electrical Machine; and to these, other new instruments will be added; we expect soon to obtain an 'Induction Coil' which is used with such wonderful effect in electrical experiments. The College can now illustrate the principles of the sciences and thereby give a better education than can be obtained without experiments. . . . Instructive and brilliant scientific experiments are performed before the whole body of students." That was one of the firsts at Maryville, four years before Thomas A. Edison made his first electric light.

Revisions in the Late 1880's

The Ladies' Course, which from 1872 had helped pioneer the coeducational program, was discontinued in 1885. It was succeeded that year by the Latin-Scientific Course, which continued until 1898. Its content was similar to that of the Classical or regular course, except that the Greek requirement was omitted. It was open to men as well as women, covered four years, and led to the degree of Bachelor of Letters, as the Ladies' Course had done in its later years.

In 1888 the English Department, which had been in operation as a "shorter and lighter" college course, was discontinued, and the catalog announced a successor in these words: "The English-Scientific Course, which is now for the first time offered our students, will meet the wishes of many who cannot find the time or money to take either of the other courses. It is two years shorter than the Classical Course, and one year shorter than the Latin-Scientific Course. To all who wish a liberal English education, we can confidently recommend this as being the best possible substitute for those which we deem the best courses of study. . . . The degree of Bachelor of Science will be given every graduate of this Course."

In the curricula of the 1880's, electives were more in evidence than in earlier years. The catalogs for several years printed this rather vague and precarious provision: "Elective Studies. Any student may, if the faculty consent, pursue any study not in his course, provided always that it not interfere with his regular work." French and German had been specifically listed as "optional" in the 1870's, and Spanish was added after

Samuel Tyndale Wilson, who had been a missionary in Mexico, joined the faculty in 1884. All through those years, the use of academic degrees was fluid. In 1888, when there were but seven seniors, the catalog listed three Bachelor's degrees and one Master's degree. Graduates in the Classical Course received the degree of Bachelor of Arts; in the Latin-Scientific Course, Bachelor of Letters; in the English-Scientific Course, Bachelor of Science; and "upon any Bachelor of Arts who has been engaged in literary or scientific pursuits for no less than three years since his graduation," Master of Arts. Before the Ladies' Course finished its thirteen-year career in 1885, its graduates who, as has been noted, were receiving a diploma, also received the degree of Bachelor of Letters. The temptation to multiply college degrees is by no means new. However, from 1900 to 1932, only one degree was offered at Maryville; then until the 1960's usually two; and now at this writing, only one.

At the Turn of the Century

In 1900 there continued to be two distinct schools or departments, the College (four years) and the Preparatory Department (three years), each with its own curriculum. This was to be the case for another quarter of a century. But our major interest here is the curriculum of the four-year College.

"Maryville College offers its students nine Groups of studies, all of them leading to the one degree—Bachelor of Arts," said the 1902 catalog. "In following the lead of the principal colleges of our country and the trend of advancement in education, our College has been conservative to hold the best results of the thorough courses of the past, but ready to make a progressive movement along the lines of well considered liberality." Each group was supplemented by other required and elective courses sufficient to make a weekly schedule of at least fifteen hours. The nine groups were: (1) Classical Group (all four Latin and five Greek courses); (2) Greek (all five courses, plus); (3) Latin (all Latin and German courses, plus); (4) English (all required studies except Ancient Languages, plus); (5) Modern Languages (German, French, Spanish, plus); (6) Chemistry (all seven courses, plus); (7) Biology (all seven courses, plus); (8) Mathematics (all seven courses, plus); (9) English Literature (all the English Literature, Rhetoric, Logic, and History courses, plus). In these groups Maryville in effect initiated a system of majors before that term came into use. The plan first appeared in the 1899 catalog, and as it developed it utilized the expanding list of electives introduced a little earlier.

A prominent supplementary vocational program was the Teachers' Course (Department), set up in 1897 and continued for more than a quarter of a century. It was "designed to equip intending teachers thoroughly for their profession, and to afford those who are already members of the profession opportunities for further study." The full course covered five years, the first three in the Preparatory Department, and the last two in the College. Those who completed the two college years of the course could go on to a degree in two more years. A singular feature of this five-year curriculum was that it appears to have included only four strictly "education" courses.

Funds received by installments between 1891 and 1907 from the Fayerweather bequest made possible not only extension and improvement in the physical plant, but also in the curriculum and faculty. Development of the curriculum went forward steadily and impressively, but without major revisions until the College's Centennial.

Oral and Written Discourse

From its beginning the College has emphasized the organizing and presentation of material. For many years, students were required to participate in all-college "Declamation and Composition" sessions. Early in this century President Samuel Tyndale Wilson introduced and taught a required course in "Outlining and Argumentation." Under the name "Systematic Discourse" it continued as one of the English requirements, sometimes for sophomores, sometimes for freshmen. Graduates have long testified to the permanent value of this somewhat unique training in making an outline and in writing and speaking. This has been a successful means for special preparation of Maryville students in the art of communication.

Reorganization and Accreditation

In the fall of 1922, Maryville College was elected to membership in the Association of Colleges and Secondary Schools of the Southern States (now called Southern Association of Colleges and Schools), the regional accrediting body. This gave the four-year College an official accreditation recognized throughout the nation.

The long-time existence of a Preparatory Department had made necessary some reorganization in order to meet accrediting standards. Similar situations existed at many American colleges in that period. As early as 1912 Maryville began listing separately the faculties of the College and the Preparatory Departments, although there was in practice some overlapping. In the Centennial year of 1919, the Preparatory Department was accredited by the Southern Association as a standard high school, and the next year was listed in the catalog as a School instead of a Department. In 1921 its gradual discontinuance was announced, and in 1925 it was finally closed. Accreditation of the College did not depend on discontinuing (only in separating) preparatory work. But there were several practical reasons for not keeping it longer; and it was correctly anticipated that concentration on a four-year, liberal arts college would expedite the strengthening of its academic standards.

The fact that the application, finally submitted in the fall of 1922, was approved by the Southern Association before the end of that calendar year, is evidence of a high appraisal of the College and its educational program. There were at that time 517 college students, 25 faculty, a curriculum organized into ten departments (a minimum of eight was required by the accrediting standards), and one degree, Bachelor of Arts, offered in course.

The first use of quality points in the grading system was in 1921. Also the catalog of that year listed non-credit offerings in Fine Arts (Art, Expression, Music) and several semi-vocational areas (Bible Training, Home Economics, Teaching) under the general heading Departments of Special Instruction, a category which was retained for the next fifteen years.

Curriculum Revisions in the 1930's

Two principal influences on the curriculum in the 1930's were a new President and a new Dean, and the Great Depression. From the first came various new proposals; from the second, on the one hand financial strictures, and on the other hand opportunity to emphasize internal academic matters instead of outside financial campaigns. There was a clarifying reorganization of the curriculum and the initiation of studies which led to several significant changes.

A second degree was added in 1932. It was that of Bachelor of Science in Home Economics for the limited group who fulfilled the special requirements of the Department of Home Economics. The department had been substantially endowed and under pressure of professional associations had expanded its technical requirements beyond the limits of a valid Bachelor of Arts curriculum. The wisdom of this curriculum and the awarding of its special degree by a liberal arts college was debated, but the degree was retained until 1947, when the more inclusive Bachelor of Science degree was inaugurated. The curriculum continued with considerable success until a slackening of student interest in the 1960's.

The Fine Arts were included for the first time in 1934 among the courses carrying college credit. It seems strange that it took colleges so long to give the fine arts an integral place in a liberal-arts curriculum. Maryville had listed Music and music teachers (piano, organ, guitar, singing) in the catalog as early as 1871, the first year on the new campus. In the 1880's and 1890's "drill in vocal music" every alternate day was required of all students. Painting and Drawing were taught intermittently from 1890, and Elocution (later termed Expression) regularly from 1899. By 1910 there were Departments of Music, Art, and Expression, and in 1920 these were grouped as Departments of Special Instruction. No college credit was given for any work in these departments until 1934. In 1936 there was an extensive reorganization of fine arts offerings and faculty. The Departments of Special Instruction were discontinued, a Department of Fine Arts was established as one of eleven Departments of Instruction in the College, and the Fine Arts curriculum and college credit allowance were radically changed. The disciplines included were Music, Dramatic Art, and Art, and students could choose a major subject in specified fields. In the ensuing years modifications have been made in details, but Music, Drama, and Art continue in the curriculum.

The Fine Arts Center, completed in 1950, and the Chapel and Theatre, completed in 1954, have provided superior facilities, excelled at few institutions, for teaching and performing in the Fine Arts. In 1941, Maryville was made an associate liberal arts college member of the National Association of Schools of Music, thus receiving national accreditation in Music.

The Divisional Plan

In 1939, the eleven instructional Departments were replaced for purposes of administration by the following six Divisions: (1) Languages and Literature; (2) Bible, Philosophy, and Education; (3) Science; (4) Social Sciences; (5) Fine Arts; (6) Physical Education, Hygiene, and Athletics. Major sequences were provided in twenty-two different subject-matter fields. Rather than "minors" as such, specific majors required certain related courses. According to the catalog: "The general graduation requirements are intended to secure a representative view of the principal fields of interest and to balance the specialized emphasis of the major field."

The divisional plan was adopted for both logical and practical reasons. A chief practical reason was lack of a sufficient number of faculty with the degrees and experience required by accrediting standards to head the large number of fields of concentration. The accrediting body approved this divisional organization until 1961, when an examining committee questioned its effectiveness and the College returned to a revised departmental plan.

The Curriculum after World War II

National conditions after World War II required a new look at the curriculum. Veterans who crowded the colleges were older than the average student and had immediate vocational interests. Maryville did not go as far as many liberal-arts colleges in trying to meet them. But the catalogs for a decade and a half devoted several pages to Vocational Preparation, succeeded in time by a section entitled Pre-Professional Preparation. The original introduction in 1947 said: "The curriculum at Maryville College is based on the assumption that a broad general foundation of cultural subjects is fundamental preparation for a useful life. . . . But the College is also alert to the desirability of a fully practical side of higher education and in the following pages seeks to point out the special types of courses which lead to a number of vocations." A list of some twenty vocations followed and for each vocation a list of college courses suggested as foundational.

From 1948 to 1955 there was a section headed "A New Curriculum," concerning which were these explanatory statements: "Its foundations are as old as the institution itself, but its present content and arrangement are new, having been inaugurated at the opening of the college year of 1947–1948. They are based on studies begun before World War II, interrupted by the war program, and resumed in 1945." These studies were under Dean and Professor Edwin Ray Hunter, Ph.D., who carried the chief responsibility for curriculum study and supervision from 1930 well into the 1950's.

The following five essential elements in the new curriculum of 1947 were outlined: "(1) the great fields of knowledge and the disciplines historically belonging to the liberal arts college as the core; (2) strong offerings and requirements in the fields of Bible, religious education, and philosophy as necessary to a full education and as the special contribution of the church college; (3) effective vocational training values in a variety of fields but with provisions for protecting the liberal arts program from excessive intrusion; (4) unity of the student's course of study through extended content and a reduced number of separate courses; (5) opportunity for individualized creative achievement through a plan of Special Studies."

The announcements pointed out that there were new aspects in all five elements, but that the last two especially represented new developments. For the sake of increased unity (4) an additional number of four-hour units were introduced, with the new schedule providing for an average of thirty separate courses (compared to the former forty to fifty) plus Special Studies. The Special Studies (known since 1960 as Independent Study), listed as essential element (5), was and is a program running ordinarily through the spring of the student's junior year and the fall of his senior year. It is required of all students for graduation and is similar to Honors Work, which had been conducted for a few selected students through the preceding fifteen years. After several years the designation "new" was dropped from the 1947 curriculum descriptions, and there were revisions from time to time. But there was no major revision for twenty years, until the new curriculum of 1967.

Independent Study

An essential element of the 1947 curriculum was the plan of Special Studies, whose designation was changed in 1960 to Independent Study.

With alterations in details only, it has been an important part of the curriculum since that time, and is included in the new curriculum of 1967.

It is a program running ordinarily through the spring of the student's junior year and the fall of his senior year, and is a graduation requirement for all students. It is similar to Honors Work, which had been conducted for a few selected students through the fifteen years preceding its expansion in 1947.

The catalog description says that "the work may take the form of a coordinated program of reading, or it may represent investigation or experimentation . . . reported in a written paper or thesis." The experience of two decades has proved its value in developing ability to search for, find, and organize materials of knowledge. The student learns how to use a library, a training of much value if he goes to graduate school. Perhaps the experience has even more value for those who do not go on in the academic process but as educated persons are called upon for various kinds of leadership. The Independent Study program aims to give a practical discipline in the processes and usages of scholarly method and to extend acquaintance with books and other sources of knowledge.

New comprehensive studies were initiated in 1956 by the Long Range Planning Committee set up that year by the Directors. A subcommittee on Content and Organization of the Curricular Offerings did a thorough piece of work over a period of years. In 1960 and 1961 the College, under direction of the Southern Association of Colleges and Schools, conducted the most extensive self-study in its history, followed by a visit and report by an examining committee. In 1962, as has been mentioned, the divisional organization of the curriculum was replaced by a departmental one.

In 1965 the Board of Directors appointed a Study Committee to work jointly with the Faculty Committee on Curriculum and initiated a major study of the College's academic program, with the entire faculty participating. The faculty committee reported from time to time to the Directors' Study Committee, but in operation it was a joint study, with Dean Frank D. McClelland as chairman and Professor Carolyn L. Blair as executive secretary. Dr. Blair, Professor of English, and Dr. Arthur Randolph Shields, Professor of Biology, were released from teaching duties for a year to visit other colleges and to work on formulating the philosophy and content of a new curriculum.

The New Curriculum of 1967

The Board of Directors approved the plan recommended by the Faculty and Directors' Study Committees, and the new curriculum and schedule were inaugurated in September, 1967. This may well prove to be one of the important formative events in the College's second century.

The new calendar divided the college year into three ten-week terms and a four-week interim term, with the addition of a ten-week summer term. The interim term was designed to introduce a change of pace and method by freeing the student from the usual class schedules to explore one subject in depth or to engage in an approved project, including travel; and the ten-week summer term aims to facilitate acceleration by those who wish to graduate in less than four years. The dates fall into this general pattern:

Fall Term	September–November	10 weeks
Interim Term	November–December	4 weeks
Winter Term	January–March	10 weeks
Spring Term	March–June	10 weeks
Summer Term	June–August	10 weeks

The catalog describes a core curriculum in the humanities, in natural sciences, and in social sciences, and major sequences in fifteen fields of concentration. To meet "the demands of the future," four new emphases are listed: (1) interdisciplinary and multidisciplinary courses; (2) a stronger focus on non-Western studies and on social and political issues; (3) a philosophy course in the freshmen year to stimulate early concern with values; and (4) more opportunity for independent study.

In a report to the Directors the Secretary of the joint Study Committee underscored several guiding principles. One was emphasis on the need "to combat fragmentation and specialization," in the belief "that the most important mission of a liberal arts college is to lead the student toward a synthesis . . . finding unity in variety." A second emphasis was on being "concerned with values in an age in which everything is subject to question;" providing a "focal point from which a student can ask his own questions," with the security of knowing that within the college community "there are people who believe in something and have taken the risk of making commitments."

It was pointed out that since students arrive at college now better prepared than formerly and less stimulated by the novelty of the college experience, freshmen need fresh, challenging courses. Because today's and tomorrow's freshmen are more knowledgeable than those of former years, it is assumed that they are capable of more independence than previously granted. Yet it is desirable that there be a sense of community in the learning program, achieved through a core curriculum containing some emphases unique at Maryville. It was to implement such objectives that the details of the new curriculum and schedule were worked out; that such course titles are found as Man's Search for Meaning and Science Thought for freshmen; Fine Arts Media and Forms and New Testament Beliefs for sophomores; Social Science Seminar for seniors; Independent Study for all upper-class degree candidates.

As this is written, there has been more than a year of successful experience with the new 1967 curriculum and calendar. Faculty and students alike are enthusiastic about its future.

A Summary

Within its century and a half, Maryville has had two different basic curricula: a Theological Course from 1819 to 1861; and a Literary Course (as it was first called) from 1819 until now. The latter was on two levels, college and preparatory, until 1925, and after that year on the college level only.

There has been a four-year college curriculum for 150 years. During the first half century it followed the classical pattern of the older colleges in America. In the next half century, when the College and Preparatory Departments were growing and seeking to serve many students of small financial means and limited educational background, there developed, in addition to the regular college course, a number of shorter, general, or semi-vocational curricula. In the College's third half century some semi-vocational emphasis continued and, as in the curricula of all higher institutions, the physical and social sciences replaced many of the earlier classical subjects. Academic standards were steadily strengthened, and more systematic study than ever before was given to the philosophy and content of the curriculum. The revisions of 1947 and 1967 were especially significant.

Throughout its history Maryville has counted courses in Bible and religion as integral parts of a liberal arts curriculum. The College is committed to the role of a liberal-arts institution. In the 1967 curriculum the liberal arts achieved a unique unity and protection against undue intrusion of vocational and semi-vocational courses. For one thing, it provides for majors in fifteen areas of concentration, compared to twenty-four areas in 1960.

A recent informal comment by Dr. Edwin R. Hunter, formerly for many years Dean of the College and of Curriculum, says a great deal about the history of the curriculum.

> One of the most distinguishing features of the Maryville College offerings, is that there was always one basic program of studies which underlay whatever the student's specialization may have been. And I think it is not stretching language to say that from one revision to another there has been a continuity which has preserved the foundational emphasis on a liberal education. In those respects we have never had curricula—only a curriculum.

Chapter 9 Academic Standards and Accreditation

Maryville College is officially accredited by the national, regional, and state accrediting bodies. It is a member of the Southern Association of Colleges and Schools, the official accrediting body for the South; is a liberal arts college member of the National Association of Schools of Music; and is approved by the State of Tennessee Department of Education, and other principal educational associations and institutions.

The College is an institutional member of the National Commission on Accrediting, the American Council on Education, the Association of American Colleges, the American Association of Colleges for Teacher Education, the American Association of University Women, the National Collegiate Athletic Association, the Presbyterian College Union, the Tennessee College Association, and related groups.

So says the 1968 catalog. A similar statement, revised from time to time, has been published most years since the first official accreditation in 1922. But the history of academic standards at Maryville began over a century before that. In the establishing of high standards, Maryville got a better start than many of the early colleges. It did not evolve out of a small academy, but began as a graduate seminary which, although exceedingly modest, had a curriculum and requirements fashioned after those of established institutions in New England and Great Britain. It was to prepare candidates to meet those standards that the college and preparatory departments were added. The original purpose was to educate ministers of religion, with emphasis on educate. A tradition of high academic standards was born with the institution.

Entrance Requirements

In the Early Years

The original Constitution of the Seminary in 1819 specified that for admission applicants must "produce a diploma from some college, or submit to be examined by the professors on a course of literature" and that "no student shall be admitted . . . whose moral and religious character is not well certified."

There are in existence catalogs for only four years before the Civil War, and it is not known whether there were others, most records and documents having been lost in the fire that destroyed Dr. Anderson's house in 1856, or in the War which demolished the college buildings. These four catalogs came through descendants of private families. The earliest is dated 1854 and the latest 1859. Very little in them is specific about admission. The 1854 catalog says: "The College is divided into two Departments—the Literary and the Theological. . . . Every person applying for admission to the Literary Department is expected to produce testimonials of good moral character, and if from another college, he must furnish satisfactory evidence that he is not under censure of the college he has left." All four catalogs mention moral character; but none speaks of academic requirements for admission to the College's rather awesome four-year curriculum which is printed in full, except that "students may be admitted to either of the higher classes by sustaining an examination in the branches of study" of the lower classes. Entrance to the lower classes (freshman, sophomore) presumably also involved examinations.

From the Reopening in 1866

Catalogs exist for all years since the Civil War, but surprisingly they do not contain a description of entrance requirements, other than good moral character, until 1885. In that year there was a section, filling almost a full page, headed "Admission to the College." This was probably merely putting into print what had been in practice. Students who had completed their high school course in the College's Preparatory Department could enter the freshman class on their record. Applicants who had taken their preparatory work elsewhere had to pass an entrance examination. Transfers from other colleges were admitted on certificate and, "upon proof of their qualifications," given advanced standing. In 1901 these were still the requirements, with two additional specifications: freshmen could be admitted on high school or academy certificates "satisfactory to the faculty;" and credits brought by transfer students were accepted "on probation."

Within another decade, by 1911, the catalog was describing in detail "fifteen units" required for admission to the four-year college department: English, 3; Latin, 4; Greek, German, or French, 2; Mathematics, 3; History, 1 or 2; Natural Sciences, 2. By the first year after accreditation (1923) two of these details had been changed: the foreign language requirement was reduced from six to four units and made more flexible, giving an option of any two of five languages—Latin, Greek, German, French, Spanish; and History was dropped as a requirement and made an elective. One recognizes here a movement away from foreign languages.

After 1930

In 1931 the Faculty added this important requirement, that the high school graduate must rank in the upper two thirds of his class. It had been found that most who graduated in the lower ranks of their high school classes, even at the better high schools, lacked either the preparation or the ability or the interest to do successful college work. The upper two thirds requirement was retained for some thirty years, when it was lifted in 1961 to "the upper half of his class." Maryville has had no ambition to join those colleges which require applicants to be in such a limited segment as the upper five or ten percent of their classes, even if the number of applicants were large enough to make this possible. Experience has confirmed the belief that often students with a large potential for growth and usefulness are found among those of somewhat indifferent high school achievement.

Meanwhile, there were two other developments in Maryville's entrance requirements. One was further flexibility in specific high school units. In the 1930's the applicant could offer nine electives among his fifteen units; and foreign languages were made entirely optional, not by faculty choice, but chiefly for the reason that fewer and fewer high schools were requiring a foreign language for graduation. The other development, especially since World War II, has been the addition of tests and various other means, in addition to the high school record, for appraising the applicant's promise and progress as a college student.

During the three decades from 1931 to 1961 there was steady progress in strengthening and refining admission standards within the general framework just described. Selections were made from graduates in the upper two thirds and increasingly the upper half of their high school classes. This progress is reflected in the statement of the 1961 catalog: "Admission is based on evidence that the applicant possesses the qualities needed for satisfactory college achievement, in terms of character, ability, academic foundation, purpose, personality, and health. Evidence of these includes the high school record, reports of standardized tests, teacher ratings, the recommendation of the high school principal or other authorized officials, and information from various other persons, such as the pastor, family physician, and others. An applicant who ranks below the middle of his class is subject to serious question. Other factors being equal, preference is given to applicants with acceptable scores on either the Scholastic Aptitude Test of the College Entrance Examination Board or the tests of the American Testing Program." Fifteen acceptable units included English, 4; Mathematics, 2; Laboratory Science, 1; Social Studies, 1; Electives (from given list), 5. Admission from other colleges required an average grade of C or better.

In the 150th Year

Entrance requirements at the time of this writing include: graduation from an approved high school, in the upper half of the class, with a minimum grade average of C; and with a minimum combined score of 900 on the Scholastic Aptitude Test, or a composite score of 20 on the tests of the American Testing Program.

Grading Systems

No grading system yet devised is satisfactory to all concerned; but schools, including colleges, seem unable to do without one. And it is related to academic standards. Student capacity and achievement must be measured in some way. Whatever the system, teachers differ in their evaluation of work and of the symbols. Every institution has "high graders" and "low graders." Since about the time of World War I numerous schemes for testing have been developed, with considerable emphasis on rather rigid mathematical formulas. For some years college students have been worried as much by the method of "grading on the curve" as by the teacher with a reputation for low grading. Increased enrollments and emphases on methodology have tended to make grading systems more and more mechanical; and with the modern computer at work the end is not in sight. The history of grading systems at Maryville evidently does not differ greatly from that at other liberal arts colleges of comparable size. But it is clear that through the years Maryville's administrative officers and faculty have sincerely attempted to devise a fair grading system and to use it both to measure performance and to elevate academic standards.

Looking at the past half century, we find a change made in 1922 from numbers to letters, and a system of "quality credits" (points) introduced. Prior to that time students were graded by the familiar scale of 1 to 100, and only the designated passing grade was required for promotion and graduation. The new system raised the minimum requirements. "Grades and quality credits are recorded as follows: A, unusual excellence, three quality credits for each semester hour of the course; B, honor rank, two quality credits; C, good, one quality credit; D, passing, and acceptable for graduation, but not entitling to quality credit; E, condition . . . ; F, failure. . . ."

Within the next ten years, the B grade came to stand for "good" rather than "honor rank," C for "medium" rather than "good," and "grade points" for "quality credits." Then in 1934, in an effort to improve the chances of "giving credit where credit is due," grades A, B, and C were divided into A+, A, A−, and so on; and a new scale of grade points was assigned, ranging from ten for A+ down to one for D. But, as already pointed out, neither faculty nor students are ever wholly satisfied with any grading system. After a dozen years (in 1956) the three-way divisions were discontinued, and the plan returned to that of 1932–1934, with grades and grade points listed as A, excellent, three grade points; B, good, two; C, satisfactory, one; D, passing, none; F, failure. The next revision came four years later, allowing one grade point for a D grade and lifting the others to four for A, three for B, and two for C. At this writing, there has been no further revision in the scale, but "quality points" have replaced "grade points;" and grades of Satisfactory and Unsatisfactory rather than A, B, C, D, F are used for Independent Study, for interim projects, for certain elective courses, and in activities for which course credit is not given.

Requirements for Graduation

The minimum requirements for graduation and the bachelor's degree in 1922 were 126 semester hours and 122 grade points (four hours of physical education carried no grade points), which means an average grade of C. Courses with a grade of D (no grade points) could be counted, however, to satisfy specific course requirements.

In 1937 there was added to the graduation requirements a comprehensive examination in the student's major field and its prescribed related subjects, to be taken in the senior year. In its essential form this continues to be a requirement. Incorporated in it since 1963 is the Advanced Test of the Graduate Record Examination in major fields for which the tests are available.

Requirements for graduation were lifted and enriched farther in 1947 by introduction of the Special Studies program, which in 1960 was renamed Independent Study, and is described in the preceding chapter. Fifteen years earlier a similar program called Honors Work was established for a few selected students. Special Studies, however, extended the program into a graduation requirement for all.

Under the new curriculum of 1967, the general requirements are completion of at least forty-three courses, including core courses, three units of "Community Issues and Values," and major requirements, with an average grade of at least C for all courses undertaken; plus satisfactory performance in four interim projects, the comprehensive examination, and the Independent Study program.

Graduation Honors

From 1916, when graduation honors were initiated, until 1922, the distinction of *magna cum laude* was conferred upon those who had been in attendance at Maryville College four years and graduated with an average grade of ninety-five percent or better. The distinction of *cum* *laude* was conferred on those who had been in attendance at least two years and graduated with an average grade of ninety percent or better. When in 1922 the grade designations were changed from numbers to letters and quality credits, graduation honors were continued in comparable terms of the new system.

In 1968–1969 under the new curriculum these same two honors are conferred: *magna cum laude* upon those who have completed at Maryville College twenty or more of the forty-three courses required for graduation and have attained for the full college course a standing of 3.8 in all work undertaken; *cum laude* upon those who have completed twenty courses or more at Maryville College and have attained for the full college course a standing of 3.3 in all work undertaken.

Student Honor Societies

In 1934 the College formed a scholarship honor society under the name Alpha Gamma Sigma, patterned after Phi Beta Kappa. No application had ever been made for a chapter of Phi Beta Kappa. It was anticipated that this would be a logical prelude to such an application. But the delay turned out to be a mistake. Soon a change in Phi Beta Kappa administration and policy practically closed the possibility indefinitely to colleges which did not have applications on file. This was made clear in reply to Maryville's inquiry some years later, but in 1936 an application was submitted nevertheless, with the negative result which Phi Beta Kappa officials had predicted. However, Alpha Gamma Sigma, with its comparable membership standards, has been a positive influence for high scholarship.

From time to time over the past forty years and more, chapters of departmental honor societies or fraternities have been formed, such as Pi Kappa Delta, national forensic fraternity; Theta Alpha Phi, national dramatic fraternity; Tau Kappa Chi, honorary society for music students; and others in such fields as Biology, French, Spanish, Social Sciences, Psychology. Doubtless this will be a continuing process.

Standard Tests

From the 1920's onward much attention has been given in higher education circles to developing and using standard tests and testing services. Not a few have been standardized on a nationwide basis for both higher and secondary institutions. Maryville College has participated actively in this development, and continues to do so. Various standard tests have been or are currently used at Maryville for college admission, student placement in courses, measurement of aptitude and academic progress, and other purposes.

The Library

One of the first notable advances seen in the history of the College was the assembling of a library; it contained 6,000 volumes before they were destroyed by the Civil War. In 1885 the number was back up to 5,000 volumes. In 1900 there were 12,000 volumes housed in the Lamar Memorial Library building erected in 1888 (since 1922 used for the College Book Store and Post Office). In 1930 there were 30,000 volumes; twenty-five years later, the number exclusive of government documents was approaching 60,000. In the Sesquicentennial year there are approximately 85,000 volumes in open stacks, files of 800 periodicals, and fifteen daily newspapers, some on microfilm or microcard. It is thus one of the largest of the college and university libraries in Tennessee, and holds a high rating. Since 1922 it has been located in commodious and attractive quarters in Thaw Hall, and will continue there until the new fireproof building, now projected for the near future, is erected.

In connection with the library are a museum of some proportions and the Elizabeth Gowdy Baker collection of paintings given to the College in 1937 by the artist's husband, Daniel Baker Baker.

Honorary Degrees

Maryville's charter, like those of most colleges, gives extensive degree-granting power. It says "the degrees of bachelor of arts, master of arts, or any other degree known and used in any college or university in any of the United States," may be conferred "on any student in said college, or any other person."

Most of that authority has never been exercised at Maryville. But from its early years the College has awarded "earned" bachelor's degrees to students in course and "honorary" higher degrees to others. For more than a half century it has been generally agreed among colleges and universities, and increasingly required by the accrediting agencies, that the master's and doctor's degrees given for work done in graduate and professional schools are not to be used as honorary degrees.

But it was not always so at Maryville or at other colleges. Between the Civil War and the Centennial, Maryville conferred the following honorary degrees: Doctor of Divinity, 59; Doctor of Laws, 16; Doctor of Philosophy, 5; and Master of Arts, 70. The Ph.D. was awarded in the 1870's and 1880's, then discontinued by action of the Directors. The M.A., which was discontinued in 1916, seems to have been entirely honorary at first; but in its later years carried specific requirements as to length and type of study and experience after graduation from college and as to a thesis to be presented.

Between its Centennial and Sesquicentennial Maryville College has awarded 156 honorary degrees, 83 to alumni and 73 to others. This is an average of approximately three per year, quite within acceptable standards. But the trend has been downward. In the 1920's the average was 4.4 degrees per year; in the next three decades, 2.8; and in the 1960's, it has been 2.3. The honorary degree most frequently given by Maryville is that of Doctor of Divinity. The second in frequency, with about half as many, is that of Doctor of Laws. The latter is commonly conferred by colleges to recognize achievements in administration and general leadership, as well as distinction in the field of law. During the past half century several other standard degrees have been conferred occasionally: Doctor of Letters (Litt.D.); Doctor of Humane Letters (L.H.D.); Doctor of Science (Sc.D.); Doctor of Sacred Theology (S.T.D.).

Those familiar with higher education in America, will recognize from these statistics that the number of honorary degrees which have been conferred by Maryville College is a conservative one. Likewise, the basis on which they are awarded is conservative. It has been a long-time policy to resist the familiar temptation to give degrees for the primary purpose of influencing gifts to the College or of obtaining wide publicity; and also to resist the perennial efforts of people to obtain honorary degrees for themselves or their friends. Rather the policy has been to award degrees to persons of ability and achievement, whose position and relationship constitute logical reasons for special recognition by Maryville, and who in most cases are persons for whom the degree will have some practical value.

In terms of academic standards, the history of honorary degrees at

Maryville is an honorable one. In terms of service, the directors, officers, and faculty in each period of the College's life have maintained, as valuable and practicable, the practice of conferring a limited number of such degrees.

Academic Officers

Academic standards do not develop of themselves. They are the products of college officers, faculty, and students. The influence of teachers and students is discussed in various sections of this volume, but too little is reported about the all-important service of such officers as deans and registrars who have been related to the academic program. Individuals who have served in these offices at Maryville College in the twentieth century include, in the order of their services: as Deans, Elmer Briton Waller, Jasper Converse Barnes, Edwin Ray Hunter, Frank DeLoss McClelland, and Boyd Lee Daniels; as Registrars, Benjamin Cunningham, Clinton Hancock Gillingham, Olive Walker, Anna Josephine Jones, and Viola Mae Lightfoot.

Accreditation

This chapter began by quoting the current catalog statement about the College's present official accreditations. There are references to them also in other chapters. The first basic institutional accreditation was that in 1922 by the Southern Association of Colleges and Schools (its present name), the accrediting body of eleven southeastern states from Virginia to Texas and south of the Ohio River. Accrediting action included then, as it does now, the approval of the institution's standards, organization, and work, and election to membership in the Association. It was gratifying to President Wilson and the others involved in formulating the application and detailed report in 1922, that the Association took favorable action within less than a month after receiving them. Reports have been submitted to the Association periodically throughout the forty-six years since 1922. The most comprehensive report ever made was the Self-Study in 1961, in compliance with new procedures of the Association. Following this report and an official committee visitation, Maryville's accreditation was reaffirmed and advice given for further strengthening of some standards.

Maryville has been approved as an undergraduate college by the American Medical Association since the 1920's. In 1932 it was placed on the approved list of the Association of American Universities, a body especially interested in the ability of undergraduate colleges to prepare students for graduate study. This was the most selective national list and the one most used abroad. At the time only two or three Tennessee undergraduate colleges were on it. Nearly two decades later (in 1948) the Association discontinued its accrediting program, and there has not been since that time a nationwide accrediting body, institutional accrediting being done only by the regional associations. But the National Commission on Accrediting was soon formed and Maryville College became an institutional member. It is a coordinating and not an accrediting body, rendering various services to the accrediting program, including the publishing of lists of all colleges and universities accredited by regional and other major agencies.

Election in 1942 as a liberal arts college member of the National Association of Schools of Music, a membership still retained, carried with it approval and accreditation of the College's facilities, faculty, and teaching in the field of music. In the same year, after approval of its report and application, Maryville was elected an institutional member of the American Association of University Women, which has particular interest in an institution's academic and general policy and standards relating to the higher education of women. In 1966 Maryville became a member of the American Association of Colleges for Teacher Education.

Maryville College has not so far considered it wise to seek formal accreditation from associations, of which there are many, representing separate disciplines, with the exception of music, which is on an institutional rather than a departmental basis. Many universities—and some colleges which have tried it—have found such a fragmentary plan of accreditation unsatisfactory. The Southern Association in accrediting the whole college accredits also each department. This unified plan has appeared to be in most cases sufficient and preferable.

In effect, an undergraduate college is unofficially accredited or not accredited in many directions as by graduate and professional schools which accept the college's alumni. In a study by the National Academy of Sciences and the National Research Council, under the title "Doctorate Production in United States Universities, 1920–1962," published in 1963, Maryville College was ranked in the top seventeen percent of four-year colleges and universities in the actual number of graduates earning doctorates. This is made especially significant by the fact that most of the institutions in the top group have enrollments many times that of Maryville College. It is notable that in recent years Maryville has had an unusual number of Woodrow Wilson Fellows.

Also in a report of the United States Public Health Service entitled "Baccalaureate Origins of 1950–1959 Medical Graduates," Maryville is in the top twenty-five percent of four-year colleges in the nation, in the number of men graduates who received the M.D. degree in that period. Impressive reports could be cited likewise from theological seminaries and other professional institutions. All of which says something about standards of excellence.

Chapter 10 The Faculty

THIS CHAPTER aims to summarize general facts about those who have served as Maryville College teachers during the past century and a half. The title The Faculty is limited here to teachers, although in both educational and popular usage it commonly includes the President, the Dean, and some other college personnel.

How Many?

In the beginning and for six years, Isaac Anderson alone, under thirty-six directors, was teacher, president, and all else. Today, 150 years later, the college catalog lists 121 different persons under three categories: Administrative Officers, 15, Faculty of Instruction, 60; Other Officers and Staff (excluding miscellaneous workers), 46. At Maryville, as at other colleges and universities in recent decades, the number of officers and staff, in proportion to teachers, has increased greatly, with most of them on twelve-month duty.

Measured by the size of present-day universities, Maryville College has always been a small institution. About 525 individuals have served as teachers during its lifetime, approximately 175 joining the faculty in its first century, and 350 in this past half century. This is an impressively small number, reflecting a notable and valuable stability of faculty personnel during most periods in the College's life. The fact that so many teachers have remained for relatively long terms, often at personal financial sacrifice, testifies both to their belief in the College and to the administrations' esteem for them.

During the first fifty years after 1819, there were one to four teachers, usually three after 1830. Eight different men served as professors before the Civil War. Helping at various times were also eight tutors. One professor returned after the War as the second founder.

In the institution's second half century, the size of the total faculty increased steadily from four in 1869 to 38 in 1919. In the 1880's the number was usually nine or ten; and in the 1890's it was 12 to 14. In 1911, it was up to 25 where it remained for half a dozen years, then jumped to 35 at World War I, and to 38 at the Centennial.

But these figures need a little explaining if they are to be compared with those of the College's third half century. Those given above include teachers in all departments—college, preparatory, non-credit (music, art, expression). The faculty lists through 1912 did not distinguish between those teaching on college and on high school levels. However, beginning in 1913 and continuing until the preparatory department was closed in 1925, there were two faculties listed. In 1913, teachers in the college department numbered 10; those in the preparatory department, 13, and in fine arts offered without academic credit, five. In the first year after the preparatory department was closed (1925–1926) the faculty of the College totaled 32, and that of the Departments of Special Instruction (music, expression, art), eight. There was also a list of 22 student laboratory assistants, a category which appeared earlier in the twentieth century.

In 1940 the total number had grown to 50, including teachers of the fine arts which in 1936 had become a part of the degree curriculum. In 1950 there were 58 full-time college teachers, and in 1968–1969 there are 57.

The number of new teachers appointed each year, as replacements or additions, averaged five in the 1920's and 1930's; and seven in the 1940's and 1950's, with a low of three and a high of 13. So far in the 1960's it has averaged 13, with a high of 20 the year the new curriculum was inaugurated. But this increase was due in part to the absence of an unusually large number of faculty members on leave for advanced study, some of them replaced temporarily by National Teaching Fellows under Title III of the federal Higher Education Act.

As universities have become large, with lecture sections running into the hundreds and various changes in teaching methods, less and less emphasis has been placed on faculty-student ratio. But in colleges of Maryville's size, it is still considered important. In 1930 the ratio was approximately 1/20; since 1940 it has ranged from 1/15 to 1/12, well within generally approved limits.

The Eight Frontier Professors

The forty-two years between the beginning of 1819 and the closing in 1861 constitute the frontier period in the College's history, which is in a real sense separated from the institution's later life, yet foundational to it. The eight professors of that period are worthy of special remembrance. Considerable information regarding the two presidents has been given in earlier chapters, and references to Professor Lamar, as to Dr. Anderson, recur throughout this volume. President Samuel Tyndale Wilson, in *A Century of Maryville College* (1916), gives adequate biographies of the others. But, because of their unique place in the Maryville story, the following brief notes are included here.

Rev. Isaac Anderson, A.M., D.D., was Founder, first President, and Professor of Didactic Theology (1819–1857). *Rev. William Eagleton,* Professor of Sacred Literature, was for three years (1826–1829) Dr. Anderson's first colleague, coming to the Seminary from a Presbyterian pastorate and returning to one. *Rev. Darius Hoyt* was Professor of Languages for eight years (1829–1837) and made a remarkable impression on students and community, but died in service at the age of thirty-three. *Rev. Samuel McCracken* served acceptably as Professor of Natural Sciences for one year (1831–1832), but then went back North for work in his own church body, which he felt had special claim on his services. *Rev. Fielding Pope* was for seventeen years (1833–1850) a capable and popular Professor of Mathematics and Natural Philosophy, a "courtly Kentucky gentleman," resigning after Dr. Anderson's breakdown, when the College's finances were at low ebb, to be principal of an academy, later becoming Dr. Anderson's successor as pastor of New Providence

Church. *Rev. John S. Craig, A.M., D.D.,* was Professor of Languages for twenty-one years (1840–1861), a rugged, brilliant individual, on the faculty before the War longer than anyone else except Dr. Anderson. He was one of three professors when the College closed in 1861, and went to Indiana, where he served as a pastor until his death in 1893. *Rev. John Joseph Robinson, A.M., D.D.,* was Professor of Sacred Literature for five years (1850–1855), was a pastor in Kentucky for two years, and returned after Dr. Anderson's death to be President and Professor of Didactic Theology for four years (1857–1861). *Rev. Thomas Jefferson Lamar, A.M.,* succeeded Dr. Robinson in 1857 as Professor of Sacred Literature and taught in the field of Languages, under different titles, for thirty years. He was the only person of the faculty or student body who returned to the College after the Civil War, and it was he who became the second founder.

Length of Service

The periods of service for the 525 persons who have taught at Maryville College during its history range from one to 50 years. The average tenure of the eight professors (including two presidents) in the first half of the nineteenth century was 13 years, the shortest being one year, the longest 38.

After the Civil War to the end of the century the turnover was large. More than 50 individuals became members of the faculty, and more than 20 of them served only one, two, or three years. The longest tenure within that period was that of Professor Lamar, 26 years, in addition to his four years before the War. But there were eight others whose terms were ten years or more in that century: President Bartlett, 18; G. S. W. Crawford, 17; Samuel Tyndale Wilson, 16 (30 more in the twentieth century); Alexander Bartlett, 16; Mrs. Florence A. Bartlett (Music), 15; W. A. Cate, 12; J. H. M. Sherrill, 11; Margaret E. Henry, 10 (later 16 more).

The faculty became larger and more stable in the 50 years after the College's Centennial. A look at the tenures of teachers in the 1960–1961 faculty, the closing year of the sixth presidency, gives some indication of the stability. The retirement age at the time was 70 rather than the more usual 65. In that year, 40% of the 61 faculty members had served at

Maryville ten years or more. Excluding persons then in their first year, the average length of service of all others was 15 years, and the average for the eleven full professors was 27 years, the shortest being six years and the longest 43.

Those who have been closely related to the College may be interested in having at hand information as to the teachers who, in the institution's history, have served longest. Excluding the presidents, several of whom served also as teachers, and including years which some taught in the preparatory department prior to teaching in the college, 26 persons have taught at Maryville College for a quarter of a century or more. All except one (Professor Lamar) have been in the twentieth century. Five of the 26 died in service: Professors Lamar, Barnes, Orr, Queener, and Meiselwitz. Of the 26, fourteen are men and twelve women. Four (Professor Jackson, Associate Professors Davis and Wilkinson, and Assistant Professor Cummings) are now on the faculty, and three others have retired within the past year.

Fifty years is the record length of teaching service, and it is held by Margaret Catherine Wilkinson, Associate Professor of French, teaching in her fiftieth year during 1968–1969. A full list of the 26 who have taught at Maryville for 25 years or more and their terms of service is given in Appendix D.

Church Members

For twenty-five years, from 1938 to 1963, the Statement of Purpose in the annual catalog contained this sentence: "The only teachers and officers appointed are those who give clear evidence that they possess a genuine Christian faith and life program and are actively related to an evangelical church." This not only set forth the policy followed during the quarter of a century of this particular statement, but that which had been in effect from the institution's beginning.

The President and Directors have been well aware of the opinion of some educators that students should be exposed to all religious points of view and to that end have teachers with non-Christian and neutral views as well as those with Christian views. But the traditional policy was retained on the basis that Maryville is a church-related college frankly committed to a Christian interpretation and ethic; and that, in such an age of communication, students are exposed to all kinds of competing ideas, before, during, and after college. College officials were aware also that uninformed, unsympathetic, or indifferent faculty gradually change a college's working philosophy and emphasis in the direction of the subtle but powerful movement which has been secularizing American education for several decades. It is a long-established belief at Maryville that a church-related college has both obligation and opportunity to provide higher education as qualitative and liberal as that of any other college, but with a plus element which most others are not free to offer.

All Maryville College faculty have been members of churches, but relatively few have been sectarian or narrow. One formative principle of the Founder, written into the original constitution, specified that "Young men of other Christian denominations, of good moral and religious character, shall be admitted . . . on the same principles, and be entitled to the same privileges, as students of our own denomination." This says nothing about faculty, but introduces an attitude and a principle which have done much to give Maryville its tradition of tolerance, non-discrimination, and ecumenicity.

Ordained Ministers

As a church-related institution whose original purpose was the education of ministers for the Church, Maryville College for many years appointed chiefly ordained ministers to the faculty. Most of the older church colleges have a similar history. All of Maryville's regular teachers in the first half century were ministers. Likewise, with one exception, this was true of those holding the rank of professor until about 1890. There have always been some ordained ministers on the faculty, and all seven presidents have been ministers. But in the twentieth century ministers have constituted a small minority of the total faculty. Whether that minority has become too small is a matter of opinion—and judgment. In 1900, the president and but two of the sixteen teachers were ministers. While the faculty was multiplied approximately by four during the next 68 years, the number of ministers continued to be only two or three or four. At this writing it is four, less than six percent of those listed as Faculty of Instruction.

In the pioneer years all ministers on the faculty, educated by Presbyterian standards, taught all subjects. They were almost the only persons on the frontier with enough education to do so. But in recent times they have taught for the most part in the fields of Bible, religion, philosophy, and the social sciences, and the relatively large offerings in these areas at Maryville have required more teaching than the ministers on the faculty could do. Ministers have often filled important positions other than that of president and teacher. There has long been a College Pastor or Chaplain. At the present time the Dean of the College, the Dean of Students, and the Director of Admissions are ordained ministers with special qualifications. Most of the ministers have been Presbyterians. However, that has been due to normal church interest and contacts, and not, since the early years, to institutional requirement.

Women

Before the Civil War all students and all faculty were men. The first women students were enrolled in 1867–1868, there being four that year. The number had grown to 25 by 1870–1871, all still on the preparatory level. It was in this latter year that the first woman was listed in the faculty, separated from the professors by a prominent dividing symbol: "Mrs. Mary L. Taylor, Assistant Teacher." The institution has had women teachers from that time to the present, although there were never more than three until after 1900, and all in those earlier years taught preparatory courses or non-credit music. In 1901 there were six women, and in 1911, eleven. In 1920 there were six on the college department faculty of 14; in 1940 there were 24 in a college faculty of 51; and in 1968–1969 there are 19 women in a faculty of 67.

It took fifty years after its founding for the College to appoint its first woman teacher. Then another forty-three years passed before a woman was promoted to a professorship. Until after the turn of the century all faculty members carried one of two titles, Professor or Assistant Teacher (which after 1887 became Instructor). All women were Assistant Teachers or Instructors until 1913. In that year two of them, Mrs. Jane Bancroft Smith Alexander (English) and Miss Susan Allen Green (Biology) were made Professors, and Miss Annabel Person (Greek) was made an Associate Professor, the first use of that rank at Maryville. Miss Person remained only through that year. Mrs. Alexander continued on the faculty until her retirement in 1934. Miss Green, who in 1946 became Mrs. Louis A. Black, was Professor of Biology until her retirement in 1950, and from 1939 to 1950 was also Chairman of the Division of Science.

The increasingly prominent place of women in Maryville's instructional program may be discovered in any recent year. In 1964–1965, for example, there were 21 women in the faculty of 66 teachers: four professors, two associate professors, eight assistant professors, and six instructors. Three of 12 department chairmen and the secretary of the faculty that year were women. Four of them held an earned Doctor of Philosophy degree. All the others who were teaching full-time held a Master's degree, and most of them had done extensive graduate study beyond that degree. Also the Registrar, head Librarian, Supervisor of Independent Study, and Director of Forensics, all closely related to instruction, were women.

Maryville Alumni

At the time of Maryville's Centennial, 25% of the college department and a majority of the preparatory department faculty were Maryville alumni. Of the faculty at the end of the fifth presidency in 1930 approximately 49% had taken their undergraduate work at Maryville. In 1950 the percentage was 46 and in 1961 it was 34. In the Sesquicentennial year of 1968–1969, the percentage is approximately 27.

The question as to how many alumni should be on a college faculty has long been debated in higher education circles. The visiting committee of the Southern Association of Colleges and Schools in 1961 made this criticism:

> The college should be alert to the obvious trend of employing as members of the faculty a relatively large number of its graduates. Twenty members or approximately one third of the current faculty, received their undergraduate training at Maryville. While most of these have had graduate training in other institutions, the presence of this number of Maryville graduates is likely to produce an undesirable limitation in the breadth of academic viewpoint. It could inhibit academic growth and development.

There does not seem to be a rigid standard in this matter, verified by experience, which fits all institutions. With due respect, there are educators who would question the conclusion that alumni constituting one third of a faculty, after extensive graduate study in various other institutions, jeopardize the College's breadth of academic viewpoint, academic growth, and development. On the contrary, many believe that without a substantial number of alumni a college with distinctive history, character, and ideals will gradually drift from them. What proportion of the faculty is most desirable must depend on the judgment of those most familiar with the situation.

Faculty Ranks

From its founding, Maryville has had teachers with the title of Professor. Before the Civil War all regular teachers were Professors. The only other title used was that of Tutor. When the College closed in 1861 there were three Professors and one Tutor.

But soon after the Civil War a new title appeared: all faculty were listed as either Professors or Assistant Teachers. In 1887 the latter became a general classification, under which individuals were called "Instructors." After a few years the term "Assistant Teacher" was dropped, the faculty that year consisting of eight Professors and seven Instructors. Beginning in 1900, use of the title "Instructor" was discontinued and teachers, except Professors, were listed merely with their subjects. This was the plan for a dozen years, until in 1913 college and preparatory department faculties were separated and the title "Associate Professor" appeared in the college list. In 1916 that of "Instructor" reappeared. From then until 1939 there were three ranks—Professor, Associate Professor, and Instructor. In that year the curriculum was reorganized on a divisional and faculty plan. Ranks increased from three to four and have remained so to the present. In 1940–1941 faculty consisted of 9 Professors, 13 Associate Professors, 13 Assistant Professors, and 18 Instructors; and in 1968 the corresponding figures are 11, 10, 23, and 21.

Salaries

The record shows a healthy stability about the Maryville College faculty. But the reasons have not often been the inducement of salary. In innumerable cases teachers have declined offers of higher salaries elsewhere. The Maryville salary scale has risen steadily and has doubled in the decade preceding the Sesquicentennial. But even now it is barely up to the average for private colleges. Financial resources have never made possible a scale as high as the directors and presidents desired it to be.

There is no satisfactory way to compare figures from widely separated periods through 150 years. General economic conditions, the purchasing power of a dollar, relative living costs in different times and different places—these and other factors change too greatly. But the actual figures are of interest. As has been noted in previous chapters, Isaac Anderson the founder received no salary for some ten years. Fortunately he and his fellow faculty members (usually one or two) as ministers received something from churches which they pastored. The College's income was so uncertain that even the small salaries assigned were often in arrears. The highest paid before the Civil War was $600 a year.

The first formal mention of salaries in the Minutes of the Directors after the Civil War was in June, 1869. It was authorization "to pay Professor Alexander Bartlett $1,000 as his year's salary." An interesting action taken a year later authorized the Treasurer "to pay Professor Alexander Bartlett $1,150 as his salary for the past year . . . President P. M. Bartlett $900 and Professor T. J. Lamar $800 for the same time." No explanation is given regarding the higher amount for Professor Bartlett, who like President Bartlett, his brother, had been brought to the College by Professor Lamar, the second founder. In 1874 an action made retroactive to 1869 set the annual salaries of each of the three at $1,000.

But the 1870's brought a serious national economic depression which dried up much of the College's support from the North, and salaries went down. In 1878, with the faculty increased to five, the Directors budgeted a total of $3,500 for teachers' salaries. The president received $800 for the year, three professors $700 each, and one professor $600. The total enrollment that year was 164; and students paid during the year $20 for tuition, $5 for room (in Memorial and Baldwin Halls), $20 for fuel, lights, and washing, and $2 a week for board.

In another ten years (1888), after the deaths of Professors Lamar and Bartlett and the retirement of President Bartlett, the Board of Directors fixed the annual salaries of four professors at $1,000 each, "on condition that they shall not assume any other work that will interfere with their immediate work at the College." In 1891 a new Professor of the Latin Language and Literature was engaged at $1,000, and a tutor in Greek was reappointed at $700. Both were men. At the same time two women (Miss Margaret E. Henry and Miss Helen M. Lord) were appointed assistant teachers (a rank above tutor) at salaries of $350. This probably reflected the prevailing difference between salaries of men and women.

The records for 1914–1915, the year this writer was a senior at Maryville College, reveal the following salaries: senior Professor who was also Dean, $1,600; 8 other Professors, high $1,500, low $1,000; Instructors, high $900. In 1929–1930, as the Great Depression began, salaries were: Professors, high $3,000; Associate Professors, high $2,500, low $1,500; Instructors, $1,000 to $1,200. In 1950–1951, five years after World War II, the record shows 13 Professors, high $4,700, low $3,200, median $3,600; 8 Associate Professors, high $3,400, low $2,800, median $3,000; 18 Assistant Professors, high $3,000, low $2,400, median $2,700; 17 Instructors, high $2,700, low $1,400, median $2,200.

In 1961, the minimum salary schedule of the Southern Association (regional accrediting agency) for teachers was: Professors $4,500; Associate Professors $3,900; Assistant Professors $3,300; Instructors $2,700. Maryville's salary budget for 1961–1962, the last for which the present writer had responsibility as President, was this: 12 Professors, high $6,800, low $5,800, median $6,100; 11 Associate Professors, high $6,600, low $5,000, median $5,400; 19 Assistant Professors, high $5,300, low $3,800, median $4,800; 17 Instructors, high $5,100, low $3,500, median $4,000.

In practice, as can be seen, Maryville was exceeding by a substantial margin the Southern Association's minimum schedule. Yet a Southern Association examining committee in 1961 criticized Maryville salaries as "relatively low" (amid the rising economic inflation) and hence an obstacle in the recruitment of able and competent teachers. As indicated by the figures above, Maryville faculty salaries had been increased markedly in the decade between 1951 and 1961, the median salary of professors rising 70% and of the other three ranks, 80%. Midway in the 1950's an administrative goal of double the existing salaries was announced. The schedule for 1968–1969 is passing the goal. It shows these medians: Professors $12,000, Associate Professors $9,100, Assistant Professors $8,200, Instructors $7,100. This represents increases of 183% since 1955 and 65% since 1961. The total budget for instructional salaries was $181,984 in 1955–1956; was $313,828 in 1961–1962; and is $515,250 in 1968–1969.

Supplementary Benefits

Since the mid-1930's the following supplementary benefits have been set up, one by one in the years indicated: (1) Health, Medical, and Hospitalization insurance made available and administered by the College, originally at the individual's option and expense but presently with premiums paid in full by the College—initiated in 1935 and expanded in 1942 and 1949. (2) Retirement Annuity plan, under the Teachers Insurance and Annuity Association of New York, with participation required of all faculty after two years of service, the individual and the College each contributing an amount equal to five percent of the salary—initiated in 1939. (3) Collective Life Insurance coverage, with premium payments assumed by the College—initiated in 1939. (4) Workmen's Compensation Insurance, with premiums paid in full by the College—initiated in 1945. (5) A Sabbatical Leave Plan, with specified conditions and salary payments—initiated in 1947. (6) U. S. Social Security participation since 1951, with the individual and the College each paying one half of the cost. (7) Major Medical insurance, with premiums paid in full by the College—initiated in 1958.

Academic Freedom

In the College's Self-Study report in 1961 to the regional accrediting body was the statement: "There are no limitations on academic freedom, largely, it is believed, because considerable care goes into selecting faculty who can give their support and loyalty to the College's purposes, policies, and program." Of course, the generally accepted principles of academic freedom should be followed by the institution even if such care were not exercised in selection of faculty. But, as the Self-Study report indicates, the selective process throughout its history has saved Maryville from any serious conflict over academic freedom, now widely discussed and sometimes abused.

Although church-related, with announced Christian objectives, and for these reasons criticized in some quarters as too conservative, the College has never required loyalty or orthodoxy pledges. From its beginning it has aimed to give its teachers freedom to present the truth as they see it.

Formal and official statements on academic freedom belong chiefly to the past half century, being related in part to the developing accreditation processes as well as to the modern emphasis on freedom in all areas of thought and action. Maryville has drafted statements from time to time, the most recent and comprehensive being that approved by the Faculty and Directors in 1961. It was based largely on statements of the Association of American Colleges, the American Association of University Professors, the Southern Association of Colleges and Schools, and the United Presbyterian Board of Christian Education. In essence, it recognizes that the free search for truth and its free exposition are essential to the common good and that freedom to teach the truth as he sees it is the privilege and responsibility of the teacher. At the same time, as all thoughtful champions of academic freedom agree, there are duties as well as rights. Academic freedom, according to a widely accepted description, "does not authorize teaching contrary to the established policies of the institution or of the bodies with which it is officially connected or of democratic principles." One of the six sections of Maryville's statement reads in part as follows:

> The Christian church-related college, believing that all truth is God's truth, whatever the field of human knowledge or inquiry, encourages the pursuit of learning with diligence, "insisting only that truth must be sought with devotion, received with humility, and served with a sense of responsibility."

The statement, although dated 1961, describes essentially Maryville's traditional position. As already indicated, it is in accord with the established principles and to a considerable degree the words of leading organizations in American higher education.

Preparation and Degrees

For more than fifty years, as has been pointed out, most of the faculty were Presbyterian ministers, who had been required before ordination, even on the frontier, to complete a three-year theological course after four years of college. A majority before the Civil War had taken this course under Dr. Isaac Anderson in the Southern and Western Theological Seminary (Maryville College), to which they later returned as professors. But two before the War (President Robinson and Professor Lamar) and the first two new teachers after the War (Professor Alexander Bartlett and President P. M. Bartlett) had taken their graduate training in the North. Seminaries had not yet begun to give degrees.

Most of the teachers through the nineteenth century held the A.M. degree, but it was honorary or semi-honorary, not earned in the present sense. Until well into the twentieth century it was a common practice for undergraduate colleges to confer honorary A.M. and even Ph.D. degrees, or award these to persons who after a specified number of years submitted an acceptable written dissertation. Shortly before the end of the century three professors, now little known, were listed with Ph.D. degrees, but there is no information about their source or content. Regardless of degrees, however, the objective evidence is that by standards of the times the nineteenth-century teachers were mature, well prepared, and capable.

In the twentieth century this continued to be true, and the number of graduate degrees steadily increased. The first standard earned Ph.D. degree of which we know the history was that received in 1911 by Professor Jasper Converse Barnes from the University of Chicago. Dr. Barnes had then been a member of the faculty for nineteen years. He had received an honorary Ph.D. degree from the College of Wooster in 1900. In 1913, the first year of separate college and preparatory department faculties, two of the ten college teachers held the Doctor of Philosophy degree, five the Master of Arts degree, and three the Bachelor of Arts degree only. Twenty-five years later, in the midst of the depression, approximately 15% of the 67 teachers held a doctor's degree and most of the others, except a few in fine arts and physical education, had master's degrees. In 1961 approximately 22% of the faculty held earned doctor's degrees, and another 25% had work for doctorates in process. For 75% the highest earned degree was the master's, but a considerable proportion of these had done additional graduate study. Degrees held by the teachers of that year had been received from more than sixty different colleges and universities. The proportion of doctorates at Maryville has increased from the 22% of 1961 to a present 35%. This exceeds the 30% of doctorates now required by the Southern Association, which attaches considerable weight to the doctorate as preparation for college teaching. The announced long-range purpose calls for further increase in the proportion of faculty possessing doctorates; yet Maryville officials have long insisted that the quality of the College's teaching has far exceeded the statistical level of faculty doctorates.

A Teaching Faculty

One important difference today between the separate college of 500 or 1,000 students and the university of 10,000 or 20,000 is this: in the former, all students have opportunity to be in courses taught by senior members of the faculty as well as those taught by junior members; whereas in the large university this opportunity is greatly reduced, both because of numbers and because the most experienced and best-known professors often do little actual teaching. In the university world there is a widely criticized but persistent institutional practice of measuring faculty success and making promotions by the individual's research and published writings, rather than by effectiveness in teaching. "Publish or perish" is an often-quoted complaint of university faculty members.

This does not mean that faculty research and publication are without substantial and relevant value in the large university and the small college as well. Although at Maryville inadequate finances and full teaching loads have unduly limited opportunity for such faculty activity, all those responsible for the College's policy and program have for many years counted such activity important. They have in fact made considerable progress in affording opportunity and incentive for it. They have recognized that while many productive scholars are not good teachers, every good teacher becomes a better one if engaged in some creative activity of his own, provided it does not take undue time and interest from teaching. At the same time, Maryville College's working philosophy has included a conviction that in the teaching process there is no substitute for the impact of personality upon personality. The liberal arts college teacher's research and writing should be a means to an end, effective teaching.

The extensive development of accrediting procedures during the past half century has established various criteria for appraising faculty competence. The most specific are in terms of academic graduate degrees.

The master's degree is more and more considered a minimal requirement for teaching even on a secondary school level. The doctorate is highly valued for and by undergraduate college faculty members as a yardstick of scholarship. Much can be said for this, and no alternative for preparation of college teachers is in sight.

However, a liberal arts college such as Maryville faces a constant problem of finding effective teachers. Competition for faculty in expanding higher education is overwhelming; and the supply of persons with strong graduate degrees, especially doctorates, is much less than the demand. Moreover, the usual doctoral program is not really designed to prepare candidates for teaching. Informed concern about this fact is widespread. The Ph.D. degree, which is the one usually sought by a liberal arts college, is chiefly a research degree. In some fields, such as Chemistry and Economics, most recipients do not enter teaching at all, but take positions in industry, business, or government. It is well known to every faculty member who has completed the long and arduous requirements for a doctorate, that the transfer from research within the established narrow limits to the teaching of students requires major adjustments. Many highly placed college leaders in higher education are questioning the strong emphasis which has been placed on the doctorate, although they consider it one useful way to measure sound scholarship. There have been various proposals for developing doctoral programs definitely designed to prepare college teachers; but the graduate schools so far have not made any radical changes.

The final appointment of Maryville College faculty members has always been by the Board of Directors. But the actual selection has continued to be by the President, assisted increasingly in recent years by the Dean of the College and Department Chairmen. The aim has been to appoint men and women with broad and specific qualifications of sound scholarship, teaching ability, personal integrity, and Christian commitment. It has been standard practice to explain to applicants Maryville's basic purpose to conduct its work within a Christian context, and to appoint faculty who are in accord with such a purpose and will make a contribution to it.

Of course some teachers have proved to be disappointments. But there is ample evidence to justify the conclusion that the over-all character and competence of Maryville faculties have been high and that some persons in every generation have been great teachers.

Chapter 11 Three 20th-Century Presidents

IN CHAPTER 5 are some general facts about the seven presidents who have served during Maryville College's 150 years; and about the four whose presidencies were in the 19th century. It happened that the fourth ended and the fifth began almost with the turn of the century, in 1901. The present chapter, without repeating the comparative information given at the opening of the 5th chapter, concludes the series of sketches of the seven presidents and their times.

Samuel Tyndale Wilson
Fifth President
1901–1930

Longest Total Service

Dr. Wilson's official connection with Maryville College was longer than that of anyone else in the institution's history. He was a student five years, a professor seventeen years, the president twenty-nine years, and president emeritus fourteen years, a total of sixty-five years, of which forty-six were of active full-time service. The greatest advances so far in the development of the College were made under his dedicated and wise leadership.

Of course the founder, Dr. Anderson, and the second founder, Professor Lamar, occupy unique places of honor in the College's history. These laid the small first foundations; but no one to the present time has equalled Dr. Wilson in building on them. This estimate by the writer, who for thirty-one years was Dr. Wilson's immediate successor, will be challenged by few who know Maryville College history.

His Eighty-Six Years

Samuel Tyndale Wilson was born February 17, 1858, in the ancient city of Homs, Syria, where his father and mother were American missionaries. When he was three years old, the family was forced by his mother's uncertain health to return to the United States. His father, a Presbyterian minister, served as a pastor in his native State of Ohio for six years, and then at Athens, Tennessee, for seventeen years. Much of the son's early education was under the father, but in 1873, at age fifteen, he entered the preparatory department at Maryville College, fifty-five miles from his Athens home. In 1878, when he was but twenty, he and three other college seniors received the Bachelor of Arts degree. Four years later, in 1882, he graduated from Lane Theological Seminary at Cincinnati and was ordained a minister of the Presbyterian Church in the U.S.A., his ordination taking place in the Eusebia Presbyterian Church, twelve miles from Maryville.

In that same year he went to Mexico as a missionary under appointment by the Board of Foreign Missions of his Church. He had wished to go to Africa, Asia, or the Middle East, but because of his uncertain health the Board was not willing to send him so far. In Mexico he learned the language rapidly and in four months preached his first sermon in Spanish. He taught in a theological seminary at Mexico City, did itineration and gave oversight to the churches in the State of Michoacan. But after two years repeated attacks of coastal fever sent him home, and to his keen disappointment physicians of the Board refused to approve his going again to any foreign field.

After several months of recuperation, he accepted appointment in 1884 to the faculty of Maryville College, as "Professor of the English Language and Literature, and of the Spanish Language," a chair he filled with distinction for seventeen years before his election as president. He was the first at Maryville to be called Professor of English. His duties in those years turned out to be much more extensive than this title implies. In addition to a full teaching schedule, he served as librarian for thirteen years, as registrar for ten years, and as dean for ten years.

Upon the retirement of Dr. Boardman, the Directors elected Dr.

Wilson as fifth president, and he was formally inaugurated on October 21, 1901. His ability had been long in evidence. Twelve years earlier he had been on the committee of three, appointed by the Directors, which nominated Dr. Boardman for the presidency. He was the dean and registrar during most of Dr. Boardman's term, providing very valuable administrative leadership through the 1890's.

During his presidency the assets of the institution were increased tenfold; eight important buildings were erected and paid for; several major buildings were enlarged to accommodate the growing enrollment. All of the money raised for increased endowment and plant and for current purposes was through efforts of President Wilson, assisted by officers who had other full time duties, and by the Directors. He frequently expressed satisfaction that no part of the contribution went for campaign expenses. This was after the days of financial agents at Maryville, and before those of fund-raising counsel and departments of development, now so widely used in the college world. He left Maryville College free of debt.

The enrollment at the time of his inauguration in 1901 was 83 in the college and 306 in the preparatory department; at his retirement in 1930 it was 760, all in the college department. Maryville became a member of the Southern Association of Colleges and Secondary Schools and was officially accredited as a liberal arts college in 1922. It was under Dr. Wilson's leadership that it developed from a good college and academy to a first-rank college. In this process neither the Christian program nor the church relationship decreased, as frequently happens when colleges prosper financially and academically; on the contrary they grew stronger.

When he reached Maryville's retirement age of seventy, the Directors requested him to remain. Two years later, in June, 1930, he resigned, effective "by the coming September at the latest," saying, "I have arrived at the age when I am no longer physically able to bear the heavy burdens and responsibilities of administration. . . ." Having no alternative, the Directors acceded to his request and elected him President Emeritus.

President Emeritus

During the summer of 1930, in his characteristically thorough way, Dr. Wilson put the affairs of his administration in order, and in September he and Mrs. Wilson left for Syria to spend a year with their daughter

Lois, who was a missionary in that land of his birth. Upon their return in 1931, they established their retirement home in "Casa Blanca," the large white house on Indiana Avenue in Maryville, a five-minute walk from the campus, where they had lived during his years as a professor. Throughout their twenty-nine years in Willard House on the campus, they had kept it for this day. For the next four years Dr. Wilson was busy with writing and occasional speaking. He wrote and in 1932 published the 168-page biography *Isaac Anderson Memorial;* and in 1934 *Maryville's Foreign Legion.* In 1935 he supervised the publication of *A Century of Maryville College and Second Century Beginnings,* containing the centennial history of the College, first published in 1916, together with six valuable additional chapters, which he had written. Although he had been to an unusual degree the head of the institution for more than a quarter of a century and now lived near the Campus and took a keen interest in the College's progress, he never interfered, never voiced criticism, was unfailingly encouraging and helpful to his successor—a rare and notable achievement.

His health from boyhood was frail. It cut short his foreign missionary career and delayed his marriage. All his life he worked to the limit of his strength, and at intervals was forced to take time away for recuperation. At sixty he had a serious breakdown which threatened to put an end to his career. But, after an extended motorcycle and camping trip across the nation with his son Lamar, he returned to the College for twelve years, in which he did some of his most effective work. He lived to be eighty-six, but he never expected to do so and often expressed the hope that God would not let him live until his mental faculties failed as Isaac Anderson's had done. He spoke of his death as just another of life's serious events, and made plans for it, selected Scripture passages and hymns for his funeral service, and erected a stone in the college cemetery fully engraved except for the date of death.

Mrs. Wilson died in 1937, the seventh year of Dr. Wilson's retirement, but he continued to reside until his death seven years later in "Casa Blanca," with his daughter Olive and her husband and their son and daughter. As his physical and nervous strength became increasingly frail he gave up all public appearances. But he kept occupied with his papers and his books, with talking to occasional visitors, and with following current events, until his mental faculties began to fail two or three years before the end of his life. He died July 19, 1944, at the age of eighty-six. The funeral service, conducted by the present writer, was held in New Providence Presbyterian Church, and burial was in the Maryville College Cemetery beside Mrs. Wilson and but a few yards from the graves of Dr. Isaac Anderson, founder and first president, and Professor Lamar, second founder, about both of whom Dr. Wilson had affectionately talked and written for over a half a century.

What Order of Man Was Dr. Wilson?

Appearance. He was fairly tall (almost six feet), slender, in later years a little stooped; with broad forehead, thick auburn hair when he was young, becoming white and thinner after his fifties, and a long mustache, trimmed shorter in his later years. This writer remembers him well from the time he was fifty, usually wearing a dark suit, with coat slightly longer than the average, cut straight down the front. His pictures show him wearing glasses from early manhood. In his later years as president and president emeritus, his snow-white hair and reverent attitude on the chapel platform or in the church pew made him an impressive and benevolent figure. His expression much of the time was serious, with a suggestion of shyness, and he could be stern when upholding what he considered true and right; but he had a subtle sense of humor and frequently a smile around his mouth and a twinkle in his eye. Often in his voice there was a sincere warmth which those who talked with him did not miss or forget.

Teacher. He taught classes in the theological seminary at Mexico City for two years and in Maryville College for over thirty years. The catalogs from 1884 to 1915 list him as "Professor of the English Language and Literature, and of the Spanish Language," in 1901 prefixing the title "President." The amount of teaching gradually decreased and then ceased as administrative duties grew. Four years before he became president, the editor of the student magazine wrote of him: "He brought with him to this work the same zeal and thoroughness which had characterized his work on the mission field . . . and he is in constant demand as a lecturer and preacher." His courses in rhetoric, outlining, and systematic discourse established one of the continuing emphases in the College; and his accurate, chaste use of English still influences the institution's standards. That he was always a teacher at heart and in method was apparent in all of his speaking and writing. His academic standards for the College were high, and he was a leader in college circles. In 1922–1923 he was President of the Tennessee College Association, which had been organized only three years earlier.

Administrator. The very fact that as a professor Dr. Wilson carried simultaneously a full teaching load, and many administrative responsibilities within the College—dean, registrar, librarian, alumni secretary, assistant treasurer (an off-campus director was a part-time treasurer)—is eloquent proof of his great administrative ability and his amazing capacity for work. No wonder he was made president in 1901. He was the first president to establish a real office in the college buildings, separate from a study in his home. Within a short time the faculty and staff were expanded, long-range plans were made, the first of his many financial campaigns launched, and a distinguished administration of three decades was in progress. His office facilities were always modest and his office staff small, but he transmitted to others some of his indefatigable spirit and habit, and he had an unusual capacity for inspiring loyalty. Professor Horace E. Orr said, "A secret of his success was an uncanny ability to make a person feel important in God's world." Of course there were those who reacted negatively to his refusal to gloss over shoddy motives or performance, his insistence on what some called old-fashioned ethical standards, his emphasis on law and regulations as well as love and freedom. Long before the widespread protests of the 1960's, college students were objecting to the rules, and in Dr. Wilson's last year or two a few students created some unrest. But he was a wise and strong administrator to the end, whom all respected and none charged with self-interest.

He dreaded to solicit funds; yet confronted by the College's needs and having but limited assistance, he gave much of his time to this task. As with Professor Lamar before him, this timidity, coupled with real sincerity, became an asset rather than a liability in raising money. Like Professor Lamar, having won a friend and his interest, he seldom lost either.

Churchman. He was an ordained minister of the Presbyterian Church in the U. S. A. for sixty-two years, and all of his service, except that in Mexico, was within the Synod of Tennessee (Mid-South).

Through many of his years at the College he gave time also to small pastorless churches in the area. He was for thirty years (1891–1921) the Stated Clerk of the Synod of Tennessee, and its Moderator in 1917–1918, and held many other positions in Synod and Presbytery. Also there were important posts in the national Church, including membership in the General Council of the General Assembly from 1922 until his retirement in 1930. Upon receiving news of his death in 1944, the Moderator and Stated Clerk of the General Assembly sent the College the following telegram:

> For half a century the General Assembly and the Presbyterian Church at large have recognized and honored Dr. Samuel Tyndale Wilson as one of our greatest champions for our Lord Jesus Christ. Presbyterianism at large owed him a great deal. He was deeply trusted and loved in the Councils of the Church. We thank God upon every remembrance of him. He has gone into our Father's house to renew his youth.

Attitudes. He considered himself a conservative, but he was essentially a liberal in spirit and in work for a Christian social order. He early shared his father's convictions against slavery and for the nation's unity. He was free from race prejudice and in the 1880's and 1890's opposed the efforts to stop Maryville's enrollment of Negroes. The very year he became president a new State law did stop it, and he led in a notable settlement described in the chapter on integration. He believed in law observance, private enterprise, that war is evil (although he was not a pacifist), the innate sinfulness of the natural man, the saving power of God, and the fact that right is right and wrong is wrong, under whatever name.

Writings. Like his predecessor, Isaac Anderson, whom he so greatly admired, he was too occupied in his active ministry to do voluminous writing for publication. But he had a deep historical interest, the historian's capacity for research, and the writing ability of a master stylist and public speaker. Impelled by devotion to the College, he produced several historical volumes for which the institution will always be in his debt. In his desire not to tarnish the image of the institution and its leaders or to revive old controversies, he generously omitted most negative qualities and acts, probably making the College and its people appear better than they were. He chose to leave some things unsaid and was at times over-generous; yet what he did include had been carefully verified and can be relied upon.

Dr. Wilson's publications include these important volumes: *The Southern Mountaineers* (1914); *A Century of Maryville College* (1916); *Thomas Jefferson Lamar* (1920); *Isaac Anderson Memorial* (1932); *Maryville's Foreign Legion* (1934); *Chronicles of Maryville College* (1934).

Major products of his systematic record-keeping and his writing habits are the daily diaries he kept from college days until he was no longer able to write them. Although these were personal and not intended for publication, this writer has had the privilege of free access to them. They constitute a fascinating log of nearly two thirds of a century. Yet it must be said that they do not really tell the Samuel Tyndale Wilson story, because his life-long practice of caution kept him from putting in writing what someone might later use without understanding or love.

His dedication was unqualified. He asked no rewards for himself, sought no position, shrank from public praise. In his history of the College's first 115 years, during a third of which he was a principal figure, he magnified the service of many but seldom mentioned his own. He never doubted that the work he was doing was what God wanted him to do. The guidance of God was very real to him. But it was never expected on easy terms. He often said, "Every advance of the College has been the result of a mighty wrestling in prayer." There were from time to time invitations to important positions elsewhere, but each time he decided his place was at Maryville.

Family and Recognition

On June 8, 1887, at the age of 29, three years after beginning his teaching at the College, he was married to a fellow student of college days, Hattie M. Silsby, daughter of missionaries to Siam (Thailand) and long-time friends of his parents. He had deliberately postponed marriage until assured of dependable health. Four daughters and two sons were born to Dr. and Mrs. Wilson: Ruth (Mrs. Howard B. Phillips), Olive (Mrs. Clyde T. Murray), Lois, Mary (Mrs. Ben E. Watkins), Howard, and Lamar, all of whom became graduates of Maryville College and men and women of outstanding character and usefulness in their generation.

He received four honorary degrees, three from Maryville College: Master of Arts (then awarded on the basis of achievement and a written thesis) in 1885; Doctor of Divinity in 1894; and Doctor of Letters in 1931; and Doctor of Laws in 1918 from the College of Wooster. He was elected to various offices in the Church and in the college field and many times received public acclaim. In 1954, by unanimous vote of the Directors of Maryville College, the new Chapel was named the "Samuel Tyndale Wilson Chapel."

Ralph Waldo Lloyd
Sixth President
1930–1961

Vita

Ralph Waldo Lloyd, who is the writer of this volume and of this personal sketch, was born October 6, 1892, in Friendsville, Tennessee, ten miles from Maryville College, and was named at a time his father was an admiring reader of Ralph Waldo Emerson. He was the oldest of five children of Henry Baldwin Lloyd, M.D., and Maud Jones Lloyd, both of whom were of Welsh Quaker descent. His father went as a young man from Ohio to Tennessee to teach in Friendsville Academy and there met and married the daughter of the village physician, Samuel Lafayette Jones, M.D. A few years later he graduated from medical college and went to the Uintah Indian Reservation in northeast Utah, as a physician in the U. S. Indian Service. There his four sons and one daughter grew up and at various times traveled back to Maryville College, or its preparatory department, near their maternal grandfather, who by then was a physician in Knoxville. Two, Ralph Waldo and Glen Alfred, continued in Maryville College to graduation; one, Hal Lafayette, died while a student there; two, Carl Stanton and Evangeline, completed their college courses elsewhere. In the Maryville years came the first affiliation with the Presbyterian Church. All had been birthright Friends.

It was Ralph's purpose to study medicine, but at graduation in 1915 an offer to do college work caused postponement of medical study, and ultimately his plans were permanently changed by World War I. During the six years between college and theological seminary he was successively Instructor in Mathematics and Physics and Athletic Coach at Westminster College, Salt Lake City, Utah; a Field Artillery officer in World War I; Assistant to the President at Westminster; and an assistant sales manager with the Fulton Sylphon Company, Knoxville, Tennessee.

In 1917 he was married to Margaret Anderson Bell, daughter of Rev. J. Vernon Bell, D.D., Pastor of First Presbyterian Church, DuBois, Pennsylvania, whom he had met as a fellow teacher in Salt Lake City. They have four children: John Vernon, Hal Baldwin, Ruth Bell (Mrs. Frank A. Kramer), and Louise Margaret (Mrs. James E. Palm), all graduates of Maryville College.

He entered McCormick Theological Seminary, Chicago, in 1921, received the Bachelor of Divinity degree in 1924, and was ordained a minister in 1923 by the Presbytery of Union (Tennessee) of the Presbyterian Church in the U. S. A. For two of the seminary years he served as student supply of First Presbyterian Church, Ossian, Indiana. Since graduation from seminary he has been pastor of First Presbyterian Church, Murphysboro, Illinois (1924–1926); pastor of Edgewood Presbyterian Church, Edgewood, Pittsburgh, Pennsylvania (1926–1930); President of Maryville College (1930–1961); and since 1961 President Emeritus. In 1961 and 1962, accompanied by Mrs. Lloyd, he, as President of the World Presbyterian Alliance, made a year-long 70,000 mile "Presidential Visitation" to Presbyterian and Reformed Churches around the world. Since 1963, they have made their home in Bradenton, Florida.

Dr. Lloyd has received the following honorary doctorates: Doctor of Divinity, Maryville College; Doctor of Laws, Centre College; Doctor of Laws, University of Chattanooga; Doctor of Literature, Lake Forest College; Doctor of Letters, Westminster College (Utah); Doctor of Humanities, Lincoln Memorial University; Doctor of Sacred Theology, Blackburn College; Doctor of Pedagogy, Monmouth College. In 1965 Maryville College established The Ralph Waldo Lloyd Chair of Philosophy and Religion.

The Sixth Presidency

On June 5, 1930, the Directors extended to Ralph Waldo Lloyd, then thirty-seven-year-old pastor of Edgewood Presbyterian Church, Pittsburgh, Pennsylvania, a call to succeed Samuel Tyndale Wilson, who that day, at the age of seventy-two, had announced his retirement after twenty-nine years as President of Maryville College. Four months later, on September 28, Dr. Lloyd advised the Directors of his acceptance; and on November 29 he arrived to assume the office he was to fill for the next thirty-one years. The formal inauguration was held on October 30, 1931, nearly a year later, and was accompanied by a two-day convocation on higher education.

The sixth presidency is the longest so far in the College's history except the first. And the actual administrative service of the first president was in fact shorter than that of either the fifth or sixth president. Dr. Anderson's initial appointment and inauguration were as professor, and for the first six years he conducted the institution alone; and during his last half dozen and more years he was largely or wholly incapacitated.

Dr. Lloyd's service spanned three of the most disrupted decades of American history to that time: one of depression, one of war, one of inflation. Just to mention a few of the names and events is to identify the years 1930 to 1961 as a major revolutionary period in world history: the Stock Market crash (1929); Depression; New Deal; Stalin; Hitler; World War II; Atomic Power; United Nations (1945); World Council of Churches (1948); Communist China (1949); U. S. Supreme Court decision on school segregation (1954); first man-made space satellite, "Sputnik" (1957); first human space traveler (1961); man's first flight to the moon (1968); the Computer.

During the great depression of the 1930's, college incomes from all sources were down for years, gifts to private institutions dried up, and enrollments declined. All colleges were forced to reduce salaries, some as much as twenty-five to fifty percent, and to delay plant renewal and expansions. Maryville was fortunate at two points: it escaped with but one salary reduction of ten percent, which was more than restored the next year; and enrollment held up, even increased. Low charges when money was scarce, combined with high accreditation and a reputation for strong religious emphasis, attracted students from other areas, especially the Northeast. It was in this decade that Maryville's clientele first became national in extent. The average attendance was 817, with a high of 889 (1935–1936), compared to an average of 654 college students and a high of 778 in the 1920's.

World War II and its aftermath in the 1940's created unprecedented conditions for all colleges. None was closed or demolished as Maryville had been in the path of the Civil War. But most men students were taken from the campuses as they had not been in World War I. In the early 1940's Maryville's total enrollment dropped to the lowest point since its centennial; and then returning veterans sent it to the highest in the College's 150-year history. Yet even during the War the campus was not empty, for Maryville had an Army Air Forces pre-flight training unit of 300 men taking special courses under College faculty. This did much to save the budget. Of course there were no materials or opportunity for building during the War or until near the end of the decade.

The period of the 1950's was one of continuing economic inflation but not of student inflation. By the middle of the decade the purchasing power of the dollar was but half what it had been just before the War. This process has continued and accelerated in the 1960's, and economists are alarmed about the years ahead. On the other hand the low birth rate of the depression and war years resulted in a reduced number of high school graduates in the 1950's, and Maryville's enrollment was under pre-War levels. But, as the decade and the sixth presidency closed, educators were anticipating a permanent flood of college students.

College Advances, 1930–1961

Neither history's worst depression nor its most disastrous war forced solidly established American colleges, large or small, to close. In his letter of resignation at the end of 1960, President Lloyd could say of Maryville: "The College . . . is more firmly established, more soundly organized, more advanced in its basic progress, and has attained a more extensive reputation and prestige than at any time in its history."

Between 1930 and 1961 Maryville College carried forward its academic, religious, and cultural program steadily, introducing from time to time stronger requirements for admission and graduation. Added accreditation and approval were received from such bodies as the Association of American Universities, the National Association of Schools of Music, the American Association of University Women, and the National Commission on Accrediting.

A sabbatical-leave program, medical and hospitalization insurance, and a retirement-annuity plan were established. New Bylaws were adopted by the Directors providing for marked College reorganization. Women were elected as directors for the first time. In 1954, immediately after the Supreme Court declared the State school segregation laws unconstitutional, Maryville resumed its historic interracial practice and enrolled Negro students for the first time since prohibited by Tennessee law in 1901.

The campus was enlarged from 275 to 375 acres. Among the buildings and other plant facilities constructed were Morningside (which became the President's residence in 1951), the Fine Arts Center, the Samuel Tyndale Wilson Chapel, the Theatre, the Margaret Bell Lloyd Residence for Women (built 1959, named 1965 for President Emeritus Lloyd's wife), a new heating plant, and Honaker Field. Anderson, Memorial, Pearsons, and Carnegie Halls were rehabilitated; $1,182,012 (book value) was added to the endowment, an increase of approximately seventy percent; and the estimated value of the college plant in 1961 was over five times the value in 1930.

"Extracurricular Activities"

During his presidency, Dr. Lloyd filled various posts outside of the College, especially in the fields of higher education and the Church at large. Among these were the following: President of the Presbyterian College Union, of the Tennessee College Association, and of the Affiliated Independent Colleges of Tennessee; Member of the Commission on Colleges of the Southern Association of Colleges and Schools, the regional accrediting body.

In the Presbyterian (now United Presbyterian) Church in the U. S. A., he was Moderator of the Presbyteries of Cairo and Union, the Synod of Mid-South (1944–1946), and the General Assembly (1954); for seventeen years (1941–1958) he was Chairman of General Assembly's Department of Church Cooperation and Union and its successor, the Permanent Commission on Interchurch Relations; and he served as a member of the Council of Theological Education, the Commission on Ecumenical Mission and Relations, and the General Council.

In the ecumenical field he was a member of the Central Committee of the World Council of Churches from 1951 to 1961 and of the General Board of the National Council of Churches from 1950 to 1960; and was North American Secretary of the World Presbyterian Alliance (World Alliance of Reformed Churches) from 1951 to 1959, and President of the Alliance from 1959 to 1964.

There were, of course, services in other fields, such as the YMCA, in which he was for two years President of the Southern Area Council. There was a continuous schedule of public speaking. In addition to administrative duties, Dr. Lloyd for several years taught a semester course, required of all seniors, in the Grounds of Christian Belief; and after its discontinuance he gave ten or a dozen lectures each year on the same subject, as part of the graduation requirements in religion and philosophy.

Retirement

On November 29, 1960, President Lloyd sent to each director a letter of which the following are excerpts:

> Today . . . is the thirtieth anniversary of the beginning of my service as President of Maryville College. . . . In anticipation of this anniversary, I analyzed anew the progress and prospects of the College and my relationships to them. . . . I have come to the conclusion, which I now make known to you, that although I shall not reach the College's official retirement age for another two years, the end of these thirty years is an appropriate and logical time for me to close my work with the College. Therefore, I hereby present to the Directors my resignation as President, and ask that I be permitted to retire from office on July 31, 1961, by which date my active service will have extended through thirty-one college years. . . . It should now be possible to make a change in the presidency with a minimum of dislocation.
>
> Long-range plans have been inaugurated, with the sesquicentennial year of 1969 as one important target date; and my successor should now have opportunity to assume leadership as early as possible in this comprehensive program, which I have helped to outline and initiate, but which in the course of human events, I could not see through to completion, having reached the age of sixty-eight on October 6, 1960. And furthermore, such a schedule will give the College the helpful experience of new enthusiasms which are, after a long period of years, the natural and proper responses of new leadership. . . . I firmly believe that Maryville's most dramatic advances in resources, clientele, and academic excellence will come in the years ahead.

Joseph J. Copeland
Seventh President
1961–

As this is written, President Joseph J. Copeland has completed seven busy and productive years in office. They began only three days after the sixth president closed his work and left on a trip around the world. It is literally true that the latter, on his way, stopped for a late dinner at the Copelands' home in Knoxville, and handed them the keys to the President's office and residence on the campus.

Call

After receiving Dr. Lloyd's request that he be permitted to retire July 31, 1961, the Directors appointed a committee to seek a successor. On March 10, 1961, the committee nominated to the Board, meeting in a special called session, Joseph J. Copeland, then pastor of Second Presbyterian Church, Knoxville, Tennessee, and he was elected seventh president. His service began on August 1, 1961, and on October 28, 1961, he was formally inaugurated.

Biographical Data

Joseph J. Copeland was born May 22, 1914, in Ferris, Texas. (Incidentally, he was given a middle initial, but not a middle name.) In 1936 he received the degree of Bachelor of Arts from Trinity University (Texas), and in 1939 that of Bachelor of Divinity from McCormick Theological Seminary (Chicago). In 1938 he was married to Glenda Lee Mullendore, also a graduate of Trinity University, who is today the gracious and capable wife of Maryville's seventh president. They have a son, Joseph Kirk, and a daughter, Karen Lee (Mrs. Meldrum Gray, III). In 1939 he was ordained by the Presbytery of Waco (now Brazos), Texas, as a minister of the Presbyterian Church in the U. S. A. Before going to Maryville College Dr. Copeland held three pastorates: 1939–1941, First Presbyterian Church, Frederick, Oklahoma; 1942–1952, First Presbyterian Church, Denton, Texas; 1952–1961, Second Presbyterian Church, Knoxville, Tennessee.

His service in the Church at large is prominent and important. He has been a member of the Board of Christian Education for more than a decade; Chairman of that Board's Counseling Committee on Church and Society; Chairman of the Program Committee of the Division of Radio and Television, United Presbyterian Board of National Missions; Moderator of the Synod of Mid-South (1959–1960); Chairman of Synod's Committee on Christian Education and of the Westminster Foundation on university campuses in the Synod. Since 1956 he has appeared regularly as moderator of The Pastor's Study, a television program originating in Knoxville. He holds two honorary doctorates: Doctor of Divinity from

Trinity University, his alma mater (1950); Doctor of Laws from Maryville College (1960, a year before he became president).

Special Qualifications

The following excerpts from the nominating committee's report to the Directors in 1961 reflect in some measure both the committee's estimate of the nominee and its concept of the position: "Some of the special qualifications which the Committee believes Dr. Copeland possesses for the Presidency of Maryville College are: his age (47); his success as a Minister in the Presbyterian (now United Presbyterian) Church in the U. S. A.; his graduation from a college similar to Maryville; his ten-year pastorate in Denton, Texas, a city with two colleges enrolling a total of 10,000 students; his nine-year pastorate in the Second Church of Knoxville with its close relationship to the University of Tennessee; his twelve years of service on the Board of Christian Education; his eight years as a Director of Maryville College (Vice-Chairman of the Board and Secretary of the Committee on Administration); his effective visits to campuses as speaker and counselor; his successful leadership of the Maryville February Meetings (in 1954 and 1959); his progressive but balanced point of view on race relations and other social issues . . . his ability as a platform speaker to students and adults alike; his interest and capability in public matters . . . and his often demonstrated interest in higher education. . . . He is known as a man of excellent administrative ability, with good financial head, and with successful experience in promotion and public relations." Listed earlier in that report were such personal qualities as cultured and distinguished appearance and manner, conviction, courage, tact, warmth, enthusiasm, and Christian dedication. These observations and estimates have been reconfirmed at Maryville College in his service as president.

The College These Seven Years

Dr. Copeland began his work at a crucial time in the sesquicentennial program formulated during the preceding five years, announced in February, 1960, and already in progress. It was not new to him, however, for as a director on the Long Range Planning Committee he had helped formulate and launch it. Under his energetic leadership as president its increased financial goal of $7 million was reached by June, 1966, three years ahead of the original target date. New goals, requiring additional funds of $5 million have been established by the Directors, and at this writing a campaign in the anniversary year is well under way.

The nationwide movement to provide enough tax-supported universities, colleges, and community junior colleges to enable every American young person to attend at low cost, was gathering unprecedented momentum when Dr. Copeland took office. The consequent shortage of qualified college teachers, coupled with continuing inflation, produced a rapid rise in faculty salary requirements. Across the nation and the world in the 1960's there has moved a rising tide of unrest and protest demonstrations against "the establishment," as well as against specific social evils. Students, especially on large university campuses, have joined this movement, and have increasingly demanded radical changes, including those which would guarantee students a large part in running the institutions. All colleges, including Maryville, are now operating in this national climate.

Under these pressures, President Copeland, the Board of Directors, the officers, and the faculty have faced the mounting problem of conserving and adapting the College's essential historic principles and methods, and at the same time making such changes as in their judgment are needed. In 1967 a new carefully formulated statement of Purpose and Objectives was adopted.

The achievements so far during the presidency of Dr. Copeland are impressive. They include a clearing of indebtedness, particularly on the chapel and theatre, which he inherited; an approximate doubling of faculty salaries, a goal announced earlier, but toward which most progress came after 1961; the development of a comprehensive new curriculum; a twenty-five percent increase in endowment; the erection of three dormitories, financed through Government loans, and a modern science center; and excellent progress in the campaign to complete the sesquicentennial fund of $12 million, which will add such other major facilities as a health and physical education building, a new library, and an enlarged student center.

A recent College statement authorized by the President, entitled "Maryville on the Move," regarding physical and academic advances, closes with these words: "All these changes, however, will not alter Maryville's commitment to the Christian faith and the pursuit of truth."

Chapter 12 Students and Alumni

Students

Numbers

EXCEPT DURING the five Civil War years, there have been students receiving instruction in Maryville College without interruption for one hundred and fifty years. The smallest number in any one year was the original five in 1819–1820. The largest total (college plus preparatory) was 1,003 in the centennial year of 1919–1920; and the largest number in the four-year college was 949 during 1947–1948, at the height of the World War II veterans' enrollment.

During the years before the Civil War, the highest attendance was 98 in 1835. There were 46 when work was suspended in 1861; and 13 (none pre-War) on the reopening day in September, 1866, growing to 47 by the end of the academic year. There were an even 100 (71 men and 29 women) in 1870–1871, the first year on the new campus. From the Civil War until the centennial, practically a half century later, the number increased steadily and as fast as physical facilities, faculty, and budget could be enlarged. It was up to 400 in 1900, to 600 in 1905, and to 826 in the College's one-hundredth year (with the ratio of college to preparatory students at three to five).

A year after the closing of the preparatory department was completed in 1925, there were 751 students, all in the four-year college. Most of the time since 1930 the attendance has been in the 800's, a number which before the new buildings of the past three years was as many as the College was adequately equipped to handle. The three new dormitories completed in 1966 and the Sutton Science Center completed in 1968 have increased the capacity to more than 1,000.

Where They Come From

Chapter 2 gave some facts about the changing geographical distribution of students, how at the College's centennial two thirds of them lived in Tennessee, whereas at the sesquicentennial only one third are Tennesseans.

In 1880 only two of the 200 students were from outside Tennessee; in 1901 one fourth of the 400 enrolled were from 16 other States and two foreign countries. By 1950 two thirds lived outside of Tennessee, in 36 States and seven foreign countries. Maryville's student clientele had become nationwide and more. Other than Tennessee, the States with the largest representations in 1950–1951 were Pennsylvania, 117; New Jersey, 86; New York, 58; Florida, 49; Ohio, 30; North Carolina and Georgia, 26 each; Maryland, 21; and Alabama, 20.

This wide distribution has continued. In 1967–1968, students came from thirty-seven States, one territory, and ten foreign countries, the largest delegations being from Tennessee (244), New Jersey (119), Pennsylvania (94), Ohio (64), and Florida (48).

The number and proportion from the local community and Tennessee have been smaller since World War II than they were earlier. This appears to be due to several factors. Tennessee, like the rest of the South, is numerically Baptist and Methodist country, Presbyterians have been divided since the Civil War, and Maryville is a United Presbyterian college in a State where United Presbyterians continue to be a relatively small part of the population. Furthermore, most major denominations have colleges in East Tennessee.

An even more influential factor is the increased accessibility, through modern means of travel, of other institutions, especially tax-supported ones with their large variety of vocational and professional offerings and their relatively low fees. The University of Tennessee, sixteen miles from Maryville, is within easy commuting distance and through the public school system maintains an effective contact with high school students and graduates. Even as late as three decades ago, a large majority of the college students from Blount County attended Maryville College. At present a large majority commute to the University of Tennessee. Furthermore, the increased economic ability of most homes, coupled with the material and psychological encouragements to go away to college, take students from the Maryville community to colleges at a distance, just as they bring two thirds of Maryville College's students from other areas.

Students listed from foreign countries have always included either nationals or Americans living there, the latter usually being sons and daughters of missionaries. They have come from all continents and some of the islands of the seas. The countries which have been represented most frequently in the twentieth century are Japan, Korea, China (before World War II), Cuba (until the 1950's), the Philippines, and Mexico. The foreign country with the largest number in recent years is Thailand. Ten foreign countries were represented by fifteen students in the College's 149th year: Brazil, Canada, Cuba, Hong Kong, India, Korea, Lebanon, Mexico, Taiwan, and Thailand.

Men and Women

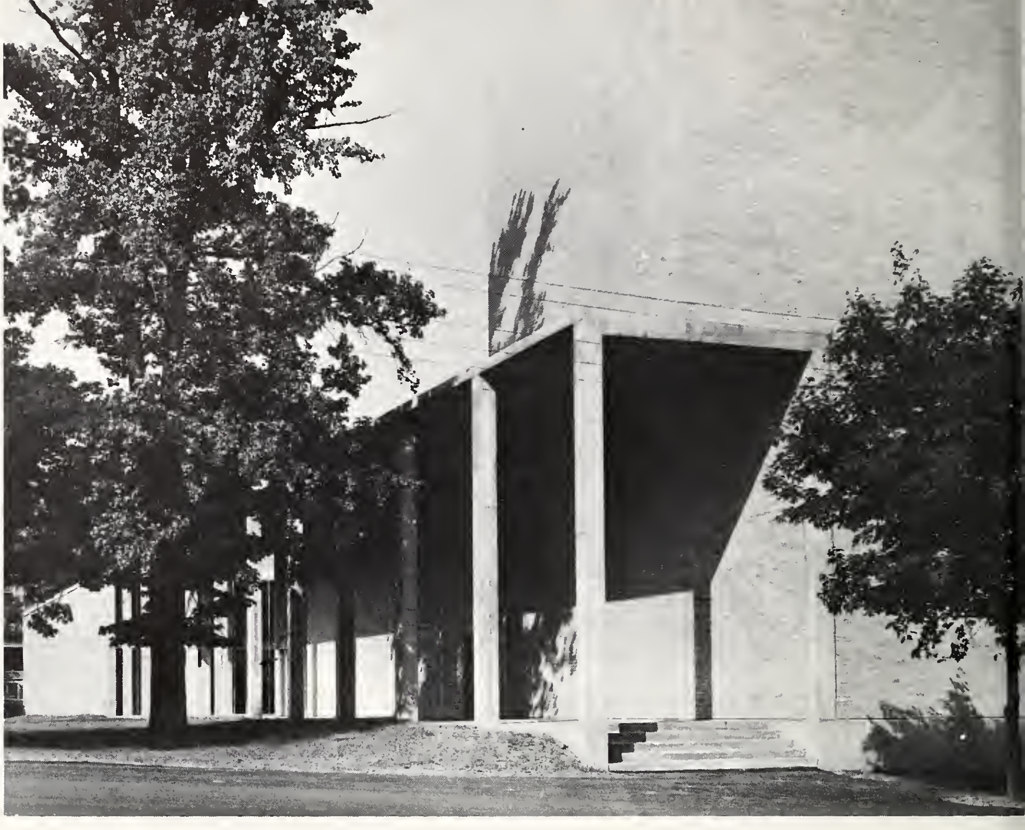
For almost a half century Maryville was an institution for men only. Before the Civil War women were not regularly enrolled. The first catalog to carry the names of women students was that for 1867–1868. It listed four, all in the preparatory classes, along with 59 men. For the next eighteen years (until 1885) women were enrolled in both the college and preparatory departments under two categories, the regular course and the "Ladies' Course." Those who completed the Ladies' Course in the college department were counted among the graduates of the College, but did not receive a degree.

The first women graduates were in 1875, four in the Ladies' Course and one with the Bachelor of Arts degree, the first woman to receive a college degree in the State. Between the Civil War and 1900, the college department recorded 228 graduates, of whom 164 were men and 64 were women. After 1885 all graduates, men and women, met the same requirements and all received the bachelor's degree.

For the first time in 1906, women graduates outnumbered men, fifteen to fourteen, and approximately two thirds of the graduating classes

MARGARET BELL LLOYD RESIDENCE FOR WOMEN
Erected 1959

LOUNGE, MARGARET BELL LLOYD RESIDENCE FOR WOMEN



SAMUEL TYNDALE WILSON CHAPEL AND THEATRE
Erected 1954

WOMEN'S RESIDENCE
Erected 1966

Dean Stone Photo

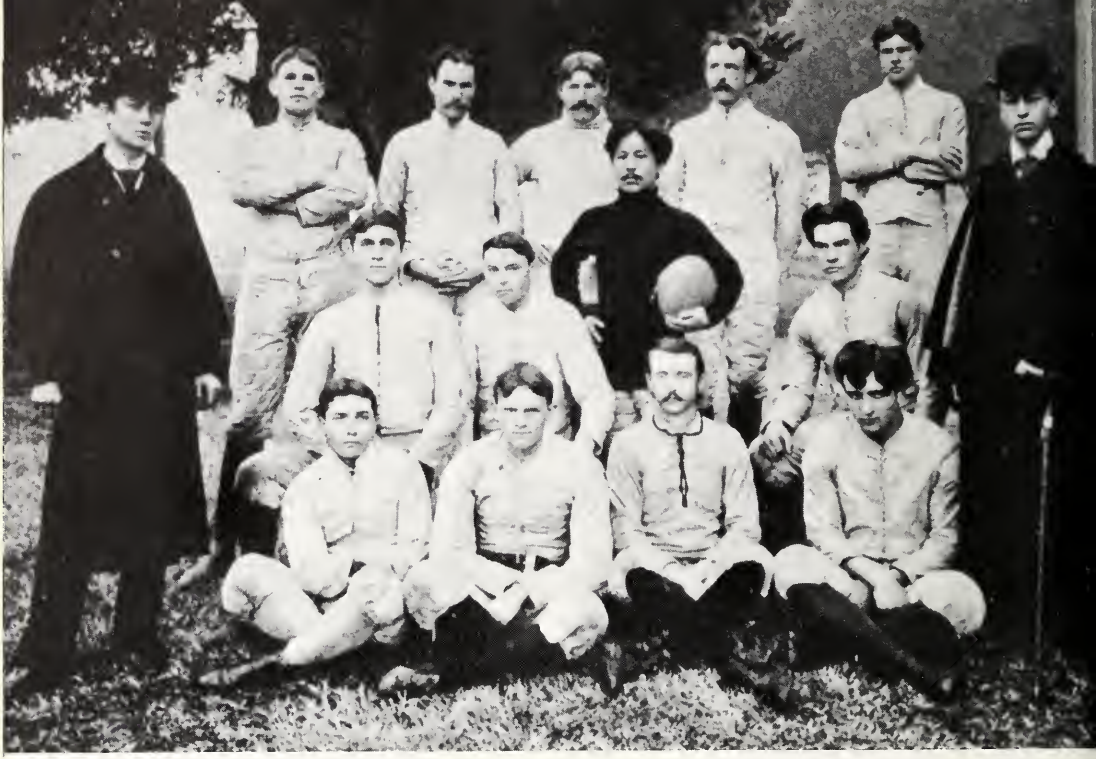
MEN'S RESIDENCE
Erected 1966

SUTTON SCIENCE CENTER
Erected 1968

LABORATORY, SUTTON SCIENCE CENTER

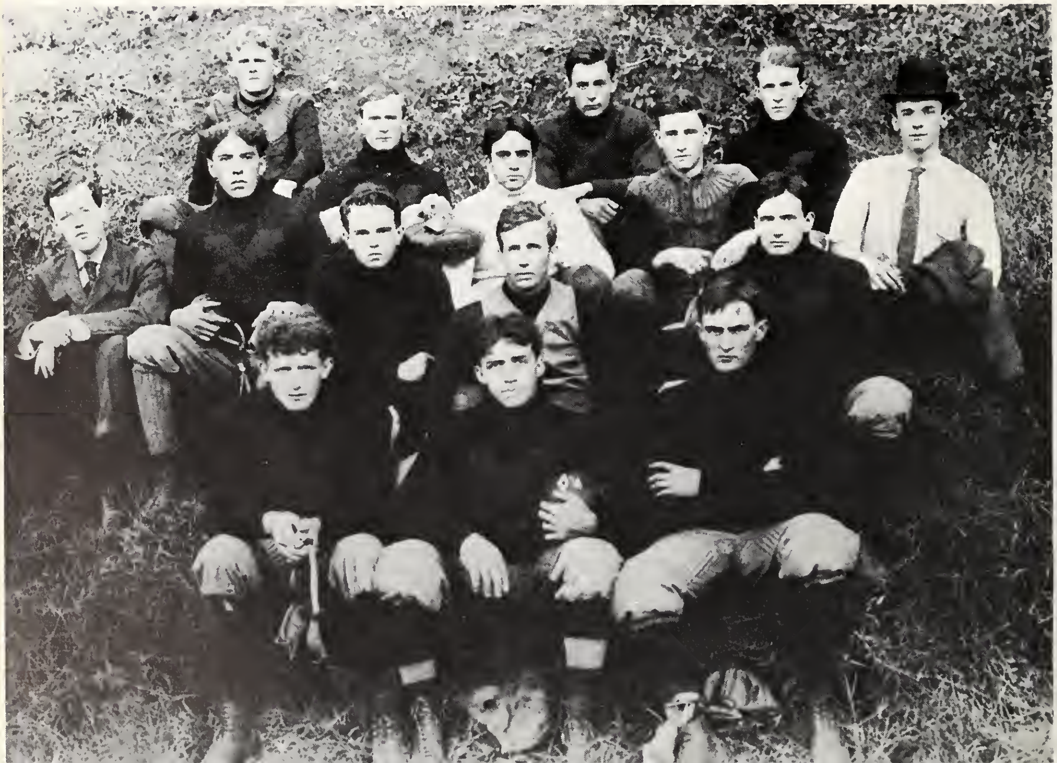
1893 BASEBALL TEAM

1969 BASEBALL TEAM



1894 FOOTBALL TEAM
Kin Takahashi—Coach, Captain, Quarterback

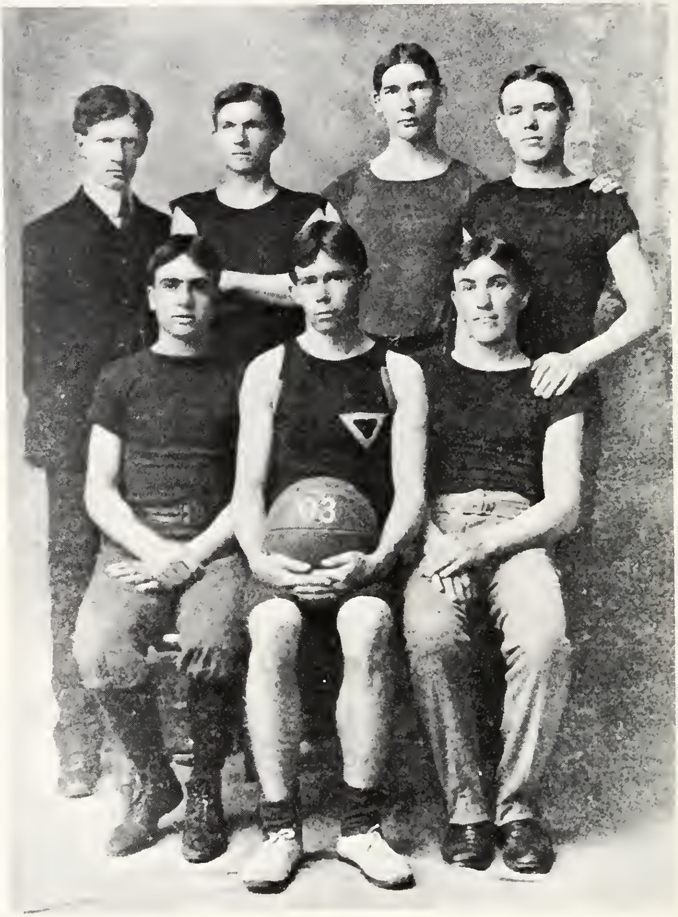
FAMOUS 1906 FOOTBALL TEAM
Reid S. Dickson (in derby), Coach



1915 FOOTBALL TEAM
Maryville 247, Opponents 0

1968 FOOTBALL TEAM

HOME
VISITOR
DOWN
TO GO
QTR



FIRST BASKETBALL TEAM—1903

since that time have had more women than men, a fact not uncommon among coeducational liberal arts colleges. The class of 1968 consisted of 58 men and 89 women.

Academic Levels

In various chapters of this volume different levels of academic offerings have come into view. More than one level existed for a hundred years. The numbers need not be reviewed here, except in summary: before the Civil War there were three levels, preparatory, college, and graduate (theological seminary), with but a minority of students enrolled on the graduate level. From the Civil War until after the centennial there was instruction on two levels, with preparatory students considerably outnumbering those in the college department. Since 1925 offerings have been on the four-year college level only. Until well into the twentieth century, there were many older students in the preparatory department as well as the college, especially in the first third or so of the institution's history, when educational opportunities in Tennessee were few; just after the Civil War, during which few young men in the South could be in school; and, of course, after World War II when veterans were older than the average undergraduate student.

Racial Background

From its founding, Maryville's policy and practice have been to admit qualified applicants without regard to race or national origin—except when prevented by law. Unfortunately the period of limitation by Tennessee law (supported by U. S. Supreme Court rulings) was a long one, fifty-three years, from 1901 to 1954. In that period the law prohibited coeducation of white and Negro students in all schools and colleges, public and private, in the State. When the U. S. Supreme Court in 1954 declared such laws unconstitutional, Maryville at once began to enroll Negro students again. Chapter 14 of this volume will tell that story. Students of all other races could always be and were admitted when they applied.

However, except for a rather small minority, Maryville students have been white and Protestant, with a large proportion Anglo-Saxon or Scotch-Irish. This is quite obvious from the thousands of names on Maryville's student register. An overwhelming proportion of them are like Alexander, Blankenship, Carson, Davis, Evans, McMurray, Smith, Williams. This, of course, is due in part to the Presbyterian relationship of the College and its location in an area where there are relatively few people of European or Latin-American descent.

In his inaugural address the College's Presbyterian founder said, "This institution was founded with the most liberal views towards other Christian churches. . . . From these liberal views, and a practice as liberal, it is hoped the institution will never depart. . . ." The evidence of history is that Maryville has not knowingly departed from this practice. Qualified applicants, who desired or were willing to participate in the institution's program, have been enrolled without regard to religious affiliation. As might be expected, however, the Church to which the College is historically related has always been the one most largely represented. In the fall term of the institution's 150th year, 96% listed themselves as Protestants in affiliation or preference and 57% as Presbyterians (including all Presbyterian denominations).

This pattern has not changed markedly since the mid-1930's, although the number of Roman Catholics enrolled has increased somewhat. In the years of the preparatory department most students were from the nearby area. As the population after frontier days became increasingly Baptist and Methodist, the proportion of Presbyterians enrolled in the last quarter of the nineteenth century and the first quarter of the twentieth was considerably smaller than at present. A majority of students from distant States have been Presbyterians, being those with interest in Presbyterian colleges and with Maryville College contacts.

The Student-Help Program

As has been pointed out in analyzing the influence of geography on the College, most Maryville students have had limited financial resources. In recent decades this has been less due to geography than to the fact that often the homes which have serious interest in college education are without large incomes. Many Maryville students have not needed financial help, but for the many who could not attend college without it, Maryville developed through the first half of the twentieth century one of the best-known college student-help programs in the nation.

Those most responsible for building this program were two cousins, Miss Margaret E. Henry, Scholarship Secretary from 1903 until her death in 1916; and Miss Clemmie J. Henry, who from 1918 until her retirement for health reasons in 1950 was Secretary and then Director of Student-Help. The latter was successful in obtaining gifts to the College totaling more than a half million dollars. Included in this sum was the Mr. and Mrs. Charles Oscar Miller Memorial Foundation of $100,000, an endowment fund used toward the president's salary; and a substantial portion of the money for the Margaret Bell Lloyd Residence for Women. Another substantial amount of these funds became an endowment of the total student-help program and also established a unique and useful student rotating loan fund. Miss Henry served both as administrator of the program and as student counselor. Her successor for a decade and a half was Miss Mary Miles, a Maryville College graduate and a former missionary to Japan, who in turn was succeeded by William A. Ribble.

The kinds of help which the program has made available are (1) student employment within the College; (2) student loans from the rotating and permanent loan funds, chiefly to assist in payment of college bills, usually repaid monthly during the current year; and (3) a limited number of scholarship grants. The Student-Help Director also channels other funds now increasingly available to students from government and other outside sources. The plan was organized on the principle of "self-help" rather than that of "subsidy." Maryville College officials have expressed concern about the economic and moral dangers inherent in a growing American practice of subsidizing some, including college students, who could do more to help themselves. Dr. Isaac Anderson, the founder, spoke regretfully about an experience, far back in the 1830's, when students earning part of their way working on the College Farm gave up their work because a visiting church board official announced an appropriation for free grants to students. In the 1960's colleges, government, foundations, and others have been increasing the availability of scholarship grants. Perhaps this is necessary to meet the greatly increased cost of attending college.

In 1952 the College issued a bulletin regarding its Student-Help Program, which outlined the following benefits to participants: financial assistance; increased appreciation of a college education by virtue of the personal effort put into it; training in managing one's own financial affairs; practical experience; cultivation of a democratic spirit; development of such qualities as appreciation, industry, self-reliance, and cooperativeness. This was expressed clearly in the College's long-help commitment to the building of character and a sense of responsibility as well as in the proffer of financial aid. The program had evolved gradually through a half century and more; changing conditions have led to new forms and may lead to still others in the future.

Alumni

Since there have been in the College's life three levels of instruction, there have been three levels of graduates. Exact alumni statistics from the period before the Civil War do not exist, although the College has some reliable estimates. It has not seemed practical to search out the preparatory department graduates from the Civil War to the closing of the department. They would be in three categories: those who entered the college department at Maryville, those who entered other colleges, those who did not go on to college anywhere. The record of all graduates from the four-year College since the War is complete. But the term "alumni" is now often used in college alumni offices to cover former students as well as graduates. For example, the figure being used in the Maryville College alumni office for the number of "alumni now living" is larger than the total number of Maryville graduates on the college level since the Civil War, living and dead.

By Half Centuries

After early records were lost, information was pieced together to establish an estimate of 250 graduates from all departments before the Civil War. Almost 150 ministers, a large proportion of them among the 250 graduates, received their training under Dr. Isaac Anderson. There are references to alumni in the other principal vocations of the times. In the three post-War years that closed that first half century, there was but one college graduate, Hugh Walker Sawyer, in 1869.

In the College's second half century, 1869–1919, there were 664 graduates. The largest of the classes was that of 1916, with 42, and the smallest was in 1883 with three; except that in three years (1870, 1872, and 1879) there were no college department graduates. It was 1891 before the size of a graduating class reached ten.

Of the more than 6,000 who have graduated during the 150 years, approximately eighty-five percent belong to the third half-century. The first class to reach 100 was that of 1929. The largest class in the College's history was that of 1950. It totaled 177 and included a considerable number of World War II veterans. In the 1930's and since the mid-1950's graduating classes have usually numbered from 110 to 135.

Where They Live

A recent check located alumni in forty-eight States and the District of Columbia, and in forty foreign countries. Naturally and properly Tennessee has the largest number, in fact three times that of any other State. Pennsylvania, with over 400, is second; and New Jersey, New York, North Carolina, Ohio, and Florida are not far behind. Of foreign countries Japan and Korea just now have the largest number. The writer knows from experience that a traveler can find Maryville alumni in most parts of the world as well as most parts of the nation.

What They Do

Maryville alumni have found their way into most of the principal vocations. The one claiming the largest number is that of housewife. Over half of Maryville College graduates now are women, and a large proportion of them have married and established homes. Of course, many taught school or had other careers before marriage, and an increasing number have continued or entered a second career during marriage.

The vocation in second place for the whole span of 150 years is probably teaching. Exact information is difficult to obtain because of the former practice of teaching in elementary and secondary schools before entering another occupation, or temporarily between other activities. But a great many have made teaching a permanent profession, have made superior preparation for it, and have become outstanding teachers, some on each level from kindergarten to graduate school.

In its frontier years Maryville's main objective was to train men who ultimately would become ministers, and some 150 of them did. In this century a majority of graduates have entered other vocations. But a large minority continued on to theological seminary, most of them to Presbyterian institutions. The record shows that since 1819 some 900 Maryville graduates have entered the ministry. This is approximately 28% of all men graduates. In the late 1930's those going on to theological seminaries each year averaged between 15% and 20% of the men graduating; and during the 1950's it averaged 25%. Probably few liberal arts colleges related to denominations requiring a three-year seminary course beyond college for its ministers have for so long a time sent so large a proportion of its men graduates on to theological seminary. In addition, a relatively large number of Maryville alumni, both ministers and laymen, have become missionaries or fraternal workers at home and abroad. But, high as these percentages are, in this last half century some 75% of the men and 85% of all graduates have entered other fields.

The offerings in music and home economics have frequently led students directly into related vocations. The catalog has long contained a section on pre-professional curricula and for many years several pages concerning vocational preparation. Among the vocational areas most often named in recent decades have been Business, Chemistry, Medical Technology, Bacteriology, Law, Public Service, Library Science, Occupational Therapy, Personnel Work, Recreational Leadership, Religious Education, Social Work, and Teaching in Elementary and Secondary Schools. And with these have been descriptions of pre-professional work in such fields as Medicine, Nursing, Dentistry, and Engineering. The very presence and substance of these lists tells something about Maryville alumni vocations.

In the chapter on Academic Standards and Accreditation, reference was made to the fact that in the period from 1920 to 1962 Maryville College ranked in the top 17% of all American colleges and universities (some many times the size of Maryville) in the actual number of graduates earning doctorates (Ph.D.'s and others); and that from 1950 to 1959, Maryville ranked in the top 25% of colleges in the nation in the number of men graduates who received the M.D. degree in that period.

Alumni Citations

Maryville alumni have many worthy achievements to their credit. Some alumni have been widely known; most are inconspicious and unrecorded. A general account such as this cannot catalog or describe them. A special volume would be needed.

One form of recognition devised jointly a few years ago by the Alumni Association and the College is the giving of citations each year to a few alumni selected for outstanding achievement by an established process. The first citations were in 1961, and to the time of this writing there have been 29. The names of those who have received citations appear in Appendix G. Up to this time ministers have not been included in the citation list, probably because they more frequently than most other groups are among recipients of honorary degrees, although the number in reality is not very large.

Alumni Publications

Most alumni do not write books but some do, and this is a noteworthy achievement. The Maryville College library recently compiled a list of books on its shelves by Maryville alumni, written with but few exceptions in the College's third half-century. Doubtless there are other such books not yet received. Neither authors nor publishers always send copies even to the author's own college. But this list is both impressive and useful. It includes forty authors and seventy-three titles. The author with the most known titles is Jonathan Edward Kidder, Jr., '43, who has eight; Dan Mays McGill, '40, has seven; Edwin Ray Hunter, '14, and Samuel Tyndale Wilson, '78, each has six; and Frank Moore Cross, '42, has five. These authors and many other alumni have written articles, in some cases a large number, for magazines, journals, and other publications.

Alumni Association

The Maryville College Alumni Association was organized in 1871, just after the College first occupied the present campus. Forming an alumni association at that time was an unusual act of energy, good will, and faith. The pre-War graduates had been widely scattered and severely separated. Only one person had graduated from the college department after the War. The enrollment had reached 100 for the first time in 1871, but only seventeen were in the college department. Five graduated on June 15, 1871, and the Association has grown steadily from that time. During the past third of a century two dozen or more Maryville alumni clubs or branches have been organized in centers ranging from Maryville to New York to Los Angeles.

Chapter 13 Religious Life and Program

Purpose

"AWARE THAT twentieth century man is threatened by forces leading to the alienation of persons and the fragmentation of life, Maryville College seeks to be a community built upon a single commitment and dedicated to a single purpose. The commitment is to the Christian faith. The purpose is the pursuit of truth in concept and in life." So declares the College's 1967 statement of Purpose and Objectives.

"It's primary purpose is to provide a broad education under conditions which develop Christian character and belief," reads one key sentence in the catalogs for twenty-five years spanning the middle of this century. "Let the directors and managers of this sacred institution propose the glory of God, and the advancement of that Kingdom . . . ," announced the founder a century and a half ago. No fact in the history of Maryville College is clearer than the purpose as an institution to be Christian in character, program, and influence.

Liberal and Christian

There is today in the field of American higher education an extensive movement away from the kind of purpose historically emphasized by Maryville College. Its validity is questioned as never before. Is there any important relevance between religion and education? Can a college be both Christian and liberal? Does not freedom of inquiry obviate presenting to students such conclusions as those of the Christian religion? In view of the increasing variety in student and faculty backgrounds, shall not an unlimited measure of religious pluralism (a word come recently into wide usage) be permitted? Should not the church-related college follow the example of increasingly dominant tax-supported higher education in disclaiming responsibility for religious training? Such questions have been increasingly prominent in word and in procedure.

Maryville College has persistently answered that there is relevance between religion and higher education and that the church-related college has an obligation and a unique opportunity to advance both together. Its convictions have not been unlike those of the nineteenth-century British statesman who insisted that "secular education is only half education with the more important half left out." In its latest statement of purpose, the College says that it "recognizes no necessary dichotomy between the intellectual and the religious or between knowledge and values," and that "the pursuit of knowing and doing the truth is a single pursuit" although "the paths leading to it are numerous." Following are some of Maryville's paths, in addition to the path of continuing purpose, these past 150 years.

Control and Freedom

Founded by the Presbyterian Church in the U. S. A. in order to advance education and religion, and directed throughout its history by a board of control appointed by a church body, the College has always been under a mandate of Christian higher education and has found itself free to follow that mandate. Many institutions do not consider themselves at liberty to emphasize Christian belief and conduct to any effective degree. Laws, tradition, clientele, alumni, faculty, or custom may limit a tax-supported or independent institution in this matter. But Maryville as a church-related college has been free to be as Christian as it was willing or able to be. There is no evidence that Maryville's freedom in teaching was ever limited or otherwise regulated by the Church. The theological and ecclesiastical interference from which occasionally church-related colleges have been known to suffer has been absent at Maryville.

Faculty

Of course at the heart of the religious life of any college are its officers and teachers. Without effort, even without realization, more than one church college has drifted rather far into the current of secularized education, merely by adding from year to year faculty members who have adopted the neutral attitude generally present in university graduate schools, where most study for advanced degrees is done. It is not so much an antagonistic attitude as one which largely ignores religion as an essential in the educational process. A logical danger is that graduate students may come to count as unimportant in all higher education a concern which is left out of the most recent and advanced stages of their own, even though the church-related undergraduate college is in a situation very different from that of the graduate school.

In its early history most of the faculty at Maryville, as at other church colleges of the times, were ordained ministers to whom religion was by vocation and education a major concern. As twentieth-century college faculties have come to consist almost wholly of laymen, it was necessary for the church college to develop a selective process. Usually it has not been difficult (until the recent shortage in the supply of college teachers) to find laymen who were academically qualified and friendly to the Christian religion; but increasingly it has taken vigorous searching to find those who were so qualified and at the same time enthusiastic about a college's religious responsibility and program. Yet Maryville has frankly aimed to appoint only men and women who meet the best professional standards, are committed to the essentials of the Christian faith and ethic, are active members of a church, and believe the institution's religious program to be a real faculty and staff responsibility. Obviously this has more and more required courage on the part of the College's administration, in face of growing general emphasis on freedom of inquiry, pluralism, and tolerance. But at Maryville it has been considered a reasonable and acceptable way for the College to maintain and develop its unique mission. A strong fact in the Maryville record is that all teachers appointed have been granted freedom to teach according to their own convictions.

Curriculum

With a theological department and a small total enrollment in its early years, the College naturally gave a prominent place to the study of the Bible and religion. After the theological course was closed at the middle of the nineteenth century, the curriculum of the college and preparatory departments continued to include Bible courses in most of a student's terms. Early in the twentieth century, in 1907, an endowed "Bible Training Department" was established. In 1926, by a notable gift from Dr. Thomas W. Synnott through the Board of Christian Education of the Presbyterian Church in the U. S. A., and by other friends who provided a large additional fund to match this gift, the Bible Training Department was expanded into the "Department of Bible and Religious Education." A curriculum was developed in the field of religion much broader than the title of the department indicated, with an overall total of fifteen or more courses offered and a substantial selection from them required.

In the new curriculum of 1967, twelve courses in Bible and Religion are offered in the Department of Philosophy and Religion (the offerings in all departments are limited to a maximum of twelve), with a specified number required for graduation. The 1968–1969 catalog description states: "At Maryville College philosophy is regarded not as a specific discipline with a specific subject matter, but as a study that permeates all areas of intellectual concern." It continues, "The study of religion, while related to many disciplines in the liberal arts, has an integrity of its own." In the curriculum description are references to the Bible, the history of Christian thought, and "the hard issues of the contemporary world."

It is of importance that throughout the years the same academic standards have been applied in Bible and religion courses as were applied in other fields, aiming at scholarly study conducted in a reverent spirit. These courses were never just "tacked on" to give a religious complexion to the College, but have been integral parts of the curriculum.

Students

The actual religious life and program within a college depend also in large measure upon the religious background, response, and influence of a majority of the students in attendance from year to year. No college can in three or four years alter radically in a majority of its students the religious stance acquired through the preceding seventeen or eighteen years. It is a truism to say that, when a student body is dominantly from irreligious or unchristian backgrounds, an effective Christian program will not have much chance to succeed.

In the case of Maryville College, students ordinarily have come from church homes. The church affiliation picture in this sesquicentennial year is not very different from that of the past half century. Approximately ninety-three percent list themselves as church members, ninety-six percent as Protestant in membership or preference, two percent as Roman Catholic, a few individuals as belonging to other religious groups, and only two percent indicating no church membership or preference. Twenty-four denominations are represented, and approximately fifty-seven percent of the student body are Presbyterian.

Thus, with all faculty and staff and nine tenths of the student body members of churches, the prevailing tone of the campus has long been Christian. Even allowing for a generous number of church members who are but nominally religious and some students who are unsympathetic, the majority have created an atmosphere in which Christian belief, character, and service are looked upon as essential to a normal life.

College Chaplain

An important service in the religious program during the past half century has been that of the College Chaplain. This office was created in 1917, when Rev. Dr. William Patton Stevenson came to the College from the pastorate of First Presbyterian Church, Yonkers, New York, to be College Pastor. Friends of Dr. and Mrs. Stevenson provided funds for a residence—"The House-in-the-Woods." After his retirement, the office was vacant for a period, but since 1961 it has been filled by Rev. Dr. Edward Fay Campbell, under the title of Chaplain. Dr. Campbell came to Maryville College after distinguished services at Yale University and with the Presbyterian Board of Christian Education. The Chaplain gives general supervision to the religious program on the campus, has charge of various services in the Chapel, acts as coordinator of student religious groups, is a spiritual counselor and pastor for students and faculty, and cooperates with churches in matters relating to the spiritual life of students.

Chapel and Church Services

In the catalog for 1858–1859, one hundred years ago, are these announcements: "Public worship is attended in the Chapel every Sabbath evening; and prayers every morning and afternoon. On Thursday evening of each week, there is a religious service by the President, or one of the Professors, which all the students are invited to attend." There were that year eighty students and three faculty (President Robinson, Professor Lamar, and Professor Craig). The Chapel was a large room in the main building, the Brick College.

Forty years later, in 1898–1899, an official administrative rule was this: "Prayers are attended in the College Chapel in the morning . . . and the students are required to attend public worship on the Sabbath, and to connect themselves with a Bible class in some one of the churches in town." The number of students by that time was 380, with a few over half of them rooming in dormitories on the present campus. The Chapel at that time was on the second floor of Anderson Hall.

After still another forty years, in 1938–1939, the announcements specified that all students were required to attend daily chapel on the campus and Sunday services at some church in town. The Elizabeth R. Voorhees Chapel, built in 1906, was in use then and until its destruction by fire in 1947. It was succeeded in 1954 by the present Samuel Tyndale Wilson Chapel, with the chapel programs and attendance plan similar to that in Voorhees Chapel.

In 1968 required daily chapel services were replaced by a weekly hour-long chapel convocation on "Community Issues and Values." Attendance is required and course credit is granted on an established basis. At present morning chapel services are held several times a week in "The Little Chapel," in charge of the College Chaplain, with student participation and voluntary attendance.

On Sunday evenings during the college year a Vesper Service is held in the Chapel, in charge of the College Chaplain, usually with a sermon by him or some guest minister. Student attendance is optional at Vespers, as it has always been, and also at church services in town, where it was required until a few years ago. In the course of each year various religious leaders visit the College as preachers, speakers, lecturers, and consultants. In supplementing the work of resident officers and faculty, they make a large contribution to the religious thought and life of the campus.

Some principal special occasions are the annual singing of "Messiah" (since 1933) and the Good Friday service (since 1935) in the Chapel, and the Easter Sunrise Service in the College Woods Amphitheater (since 1938).

The February Meetings

For a third of a century after founding the College, President Isaac Anderson held a special series of evangelistic services every year in New Providence Presbyterian Church, of which he was pastor. The faculty and students of the College participated in them and in similar efforts at the church for ten years after the Civil War. In 1877, however, the College decided that it would be wise to have its own meetings, and the first series was held that year in the Chapel on the second floor of Anderson Hall. The invited leader that year (and for seven more series during the next thirty years) was Rev. Nathan Bachman, D.D., member of a noted family of ministers in Tennessee and a director of the College. The 1877 series initiated annual services which came to be called "The February Meetings." They have played a major role in the life of the College since that time.

The general pattern was maintained until the middle 1960's. For about ten days in February two public preaching services were held each day in the College Chapel, with attendance required in the mornings and optional in the evenings. During those days there were also scheduled personal interviews with the speaker and others, group forums, prayer circles, and other related activities. The Meetings were given the right-of-way on the campus, with class assignments abbreviated and athletic and other group events suspended. Both the mind and the time of students and faculty were claimed by the Meetings.

From the inception of this program in 1877, the College each year invited as leader a preacher of evangelistic spirit, usually a successful pastor in some part of the nation, with demonstrated ability to speak to college students. A list of those leaders is printed in Appendix E of this volume. It will be noted that a number who were effective and available served several times. In most of the years from the turn of the century, there was in addition to the speaker an invited song leader. Of these, Sidney E. Stringham, a Methodist pastor, led the singing far more times than anyone else—thirty different years between 1920 and 1953. Next in frequency came John Magill, of the class of 1939, a Presbyterian pastor, who rendered this service seven times between 1952 and 1962. Usually a member of the music faculty served as accompanist; but Henry Barraclough was guest accompanist eleven different years between 1949 and 1962.

In earlier years, when a majority of students were in the preparatory department, many of them in their middle teens, the Meetings were quite "revivalistic" in form. From the 1920's, when all students were of college age and most were church members, the form changed. But the basic aim continued—to focus attention on spiritual realities and to confront students anew with the claims of Christ and of Christian life and service.

After 1966 the schedule was modified. In 1967 there were four different leaders, instead of one, on different days during the week. This was modified again in 1968, by setting up four weekend programs, instead of the former continuous week or ten days of services, with a different leader for each weekend.

The February Meetings have been of interest beyond the College and its alumni. Some years ago the Department (now Division) of Evangelism of the Board of National Missions of the Presbyterian Church in the U. S. A. published a booklet by the present writer describing the plan and results of the Meetings under the title *A College Spiritual Emphasis Program,* which was rather widely distributed and parts of which were reprinted in church papers.

Student Religious Organizations

The Young Men's Christian Association (YMCA) was the first student religious organization at Maryville College. It was formed in 1877, under the inspiration of the first February Meetings, and was one of the earliest student organizations of its kind in the South. The Young Women's Christian Association (YWCA) was formed in 1884, and the Student Volunteers in 1894. These groups maintained relationship to the national student bodies whose names they bore, but developed their own local emphases and programs. The YMCA and YWCA especially played important roles on the campus, not only in the area of religious life but also in planning and promoting various other student programs. In 1964 these three organizations merged to form the United Campus Christian Fellowship which affiliated with the national organization of that name. In 1968, after the national body had merged with the University Christian Movement under the latter name, the Maryville College organization also adopted the new name.

There have been also more limited organizations such as the Pre-Ministerial Association, organized in 1901; and more temporary ones like the Gospel Fellowship, an informal group which was quite active for several years after World War II. It will be noted that, although Maryville College is related to a particular church denomination, all campus religious organizations have been non-denominational and inclusive.

Religious Concerns and Outreach

The College has taken seriously its opportunity to influence students in the direction of Christian dedication. But this was not to promote isolated piety; it was to increase commitment to service in the world. This service has taken many forms both at college and in the years following. A noteworthy student service to churches was through what was known as the Maryville College Parish Project in the 1940's after World War II and in the 1950's. It was a cooperative enterprise of the College, the Presbyterian Boards of National Missions and Christian Education, and New Providence Presbyterian Church of Maryville. It involved assignment of about fifty students each year to serve under supervision in missions, churches, and schools of the adjacent area. The project, with cooperation of the Church Boards, operated successfully and was found to render such a valuable service to the students participating and to the Christian enterprise in the region that it is being continued by the College with cooperation of the local churches.

A notable expression of this concern has been through the annual student and faculty contributions to "The Fred Hope Fund," named for a graduate of 1906 who served nearly forty years as a missionary in Africa.

The fund has provided thousands of dollars and a number of workers for the Church's mission overseas.

In another chapter some information has been given about the relatively large number (approximately 900) of Maryville College graduates who have become ministers in the Church. Likewise, the number of graduates and other former students who have gone abroad as missionaries and fraternal workers since Rev. George W. Painter went to China in 1873, is not exceeded at many liberal arts colleges. The list of these is over 250 as the College reaches its sesquicentennial.

The record for each period in the College's history shows student concern for the issues of the day and participation of students and alumni in most civil rights and other educational and social enterprises.

Old and New

Some of the principles and methods reported on these pages are as old as the College itself. Some of them are relatively new. Few are original. None is perfect or final. All are flexible. They have been constantly adapted to changing conditions, as they doubtless will continue to be. But whether they are old or new or in the current campus fashion has not been considered the important fact by those bearing responsibility for them. The important fact is whether through them Maryville College has been helped to fulfill its historic purpose to be both an educational institution of the first order and a Christian institution of the first order.

Chapter 14 Racial Integration

> Throughout its history Maryville College has held sincerely to the Christian belief in dignity, worth, and freedom of all people and their equality before God, irrespective of wealth, race, or color. From the beginning most Maryville College students have been of the white race, although representatives of many races have always been in attendance. Prior to 1901 some of these were of the Negro race. But in 1901 the State of Tennessee by legislation made it illegal. . . . The historic decision of the U. S. Supreme Court on May 17, [1954] outlawing compulsory segregation in public schools . . . makes all colleges in Tennessee and all other States free to accept Negro students if the colleges wish to do so. The Directors of Maryville College therefore have taken action re-establishing the College's policy of accepting any qualified student without regard to race or color. This policy is now in effect. . . .

THE ABOVE announcement was released in behalf of the Directors and Faculty by the President of Maryville College in August, 1954, and received wide circulation. Coming voluntarily from a college in the South so soon after the Supreme Court decision, it was "news." The action it reported stands as a historic one in the College's long life. At the opening chapel service of the ensuing semester in September, there were present six newly enrolled Negro students.

The school segregation laws of Tennessee, including that of 1901, and other southern states did not prohibit coeducation of white and *all* non-white students; but only white and *Negro* students. Hence there were students of other races at Maryville College throughout the half century of the 1901 law—from the West Indies, India, Japan, the Americas, and other parts of the world.

The Maryville story of racial integration is at many points one of real heroism. Most of it has not been publicly told before, although during periods of controversy in the nineteenth century there was much fragmentary publicity. When the centennial history of the College was written, many people were living who had been related to the controversial events leading up to the legal suspension of integration. There being then no prospect of the repeal of segregation laws and no visible value in reviving old emotion and discord or needlessly creating prejudice against the College, the history of coeducation of the races was omitted. But as the sesquicentennial history is written, since all the active participants in those events are gone, and there is a new interracial climate in America, it seems appropriate now to tell the story in its main outlines. The writer has been permitted access to rather voluminous confidential records and papers from the nineteenth and early twentieth centuries and was directly involved in the later developments.

Since the designation Negro has a sound ethnic and historical basis and is reasonably well understood, it is the one ordinarily used in this volume, although as this is being written the designation "black people" is preferred by many American Negroes.

In the Years of Legalized Slavery

From its opening in 1819 until its closing by the Civil War forty-two years later, Maryville College operated in a southern State where most Negroes were slaves. East Tennessee, not being a cotton raising or large plantation area, did not have so large a number of Negroes as did West and Middle Tennessee. But few were free, academically prepared, or financially able to attend an institution such as Maryville. The scanty college records preserved from that period do not designate the races to which students belonged, except that of a few Cherokee Indians. But from unofficial sources some Negro students have been identified; and the epoch-making policy statement, adopted by the Directors two years after the Civil War, says, "such persons [Negroes] were in the days of slavery educated in this institution and now stand as alumni on its catalog." Among members of the Board listed in the minutes as present at that meeting were at least three who had been directors also before the War. One of them was Professor Lamar, second founder, who had been a student five years in the 1840's and a professor four years in the 1850's, and knew well the student bodies of those periods. Thus, contrary to some assertions made a third of a century later in the heat of controversy, the fact that Negro students were in the College before the Civil War is authentically established. Such an open-door policy was the only one in accord with the known convictions, attitudes, and practices of Isaac Anderson, who was president during thirty-eight of the forty-two pre-War years. In his speaking, writing, and working he supported the abolition movement and vigorously opposed the idea of any State seceding from the Union. It is true that in a private letter quoted by Dr. Robinson, who was seeking support for his own position, Dr. Anderson, after praising the Presbyterian General Assembly of 1846 for the Christian spirit exhibited in its discussion of the slavery question, expressed reservations as to the Church's role in dealing with the social and political aspects of slavery as an institution. But he welcomed Negroes to his church both before and after emancipation, and even before founding the College he was instructing Negro students. The best known of these was George Erskine, whose freedom was purchased by the Presbytery of Union, and who was licensed as a minister and went to Africa as the first foreign missionary from that Presbytery. Dr. Robinson, his colleague and biographer, wrote of Dr. Anderson that "the African, the Indian, the foreigner from whatever land was to him as a brother." It is certain that Dr. Anderson, Professor Lamar, and the other pre-War professors, with probably two exceptions, were never slaveowners.

Emancipation

It was during the five years in which the College was closed, that the American slave was legally set free. President Lincoln's Emancipation Proclamation was first announced by him in September, 1862, and was proclaimed as in effect by war-time executive authority, January 1, 1863. The Thirteenth Amendment to the Constitution, permanently abolishing slavery in the United States, was ratified in December, 1865, as the nation was being reunited.

Maryville College Policy Reaffirmed

The Synod of Tennessee of the Presbyterian Church in the U. S. A. held its first post-War meeting at New Market, Tennessee, October 12–14, 1865, six months after Lee's surrender at Appomattox, and two months before the final ratification of the Thirteenth Amendment. By official actions, the Synod resumed control of the College, decided to reopen it, elected a new Board of Directors, and adopted a resolution concerning the mission of the Church to American Negroes who had been liberated from slavery. The last named action is of particular interest in this chapter, even though it did not relate directly to the College.

The chairman of the special committee of three which wrote the resolution was Professor Lamar, who in that same meeting persuaded the Synod to reopen the College. After being buried in the minutes of Synod for a hundred years, the resolution in considerable part is quoted here because it had significance for the College and because it sheds light on the times. The first paragraph contains an interesting and somewhat unusual interpretation.

> At the commencement of the rebellion, the two great parties in the conflict evidently contemplated no change in the condition of the colored race in our country. The one intended to make perpetual and more secure their bondage, while the other disclaimed any right, desire, or intention to interfere with the institution of Slavery, as it existed in the slave states. But in the progress of the conflict the hand of a third party was manifested, controlling and shaping events, with direct reference to the enslaved and oppressed of our land. Such has been the remarkable train of providences with regard to this people, that we are forced to the conviction that the grand design of God in the contest was their liberation.
>
> As a result . . . of the war we have in the midst of us nearly four millions of free men, "all of them hitherto subject to disadvantages social, civil, and political, directly calculated to depress their humanity, degrade their pursuits, and prevent them from realizing their proper destiny as men."
>
> The obstacles to their improvement and elevation, hitherto existing,

> having been swept away, a door is now opened . . . there can be but one mind and one voice among Christians and all right minded persons in regard to our present duty to this people. . . . Strenuous efforts should be made for their education. The sanctifying, civilizing, and elevating influences of the Gospel should be brought to bear upon them. By every proper method, they should be aided to becoming a blessing to themselves and the country . . . we deem it our solemn duty to encourage and give our moral support to every exertion made for their intellectual, moral, and religious improvement.

Unhappily, the resolution's assumption that all in the Church would be of "one mind and one voice" did not prove to be true in the hundred years that followed. We miss here any specific reference to equality and justice. But it was on the whole a noble statement to be made in 1865 by delegates representing a synod in what had been a Confederate State. It provided support for continuation of the College's integration policy.

It took almost another year to find enough money to reopen the College, on even a minimum basis. It is not now known whether any of the 47 students that first year were Negroes. But there was soon need to clarify the policy regarding admission of Negroes. One reason for this was the desire of prospective donors in the North to have official assurance of an integration policy. The Directors apparently did not meet during the first year of operation after reopening. But in 1867 they adopted one of the most important statements of basic interracial policy in the College's history. It is clear, informative, and unequivocal. Here is the text as written in the minutes of the Directors' meeting held at Athens, Tennessee, September 28, 1867:

> The question proposed for consideration was, Shall persons be excluded from the benefits of Maryville College because of race or color? To which, after some discussion, the Board answered as follows:
>
> That since there is no law or custom of Maryville College prohibiting the admission of persons of color, and since such were in the days of slavery educated in this institution and now stand as alumni on its catalogue, any further answer in reference to the question proposed seems superfluous; for if there was no exclusion during the prescriptive reign of slavery, by reason of race or color, there can be no adequate reason for such exclusion now.
>
> And, moreover, to pass a resolution now declaring that persons of color shall be admitted to the privileges of Maryville College would seem to imply that there had been a time when such persons were excluded, which is not the

fact. We deem it much to the credit of the institution that it has from its beginning stood upon a broad Christian basis, excluding none from its benefits by reason of race or color.

The authority of the Directors to take such an action was questioned in some quarters. Prejudice was strong and widespread in the South. Therefore, it was felt by all concerned that the Synod of Tennessee should pass upon the matter. Accordingly it was brought to the next meeting, held at Greeneville, Tennessee, September 26, 1868, a year after the Directors' action. Professor Lamar, once again the quiet but bold and strong leader, presented the following motion: "Resolved, That no person, having the requisite moral and literary qualifications for admission to the privileges of Maryville College shall be excluded by reason of race or color."

The record says that there was an "earnest, animated, and protracted debate," and that the resolution was adopted by a bare majority of one vote; with all but two of the ministers present voting in the affirmative, and most of the elders voting in the negative. In referring later to the close vote, Professor Lamar pointed out that a well-known college in the North had admitted Negro students through a tie-breaking vote by the presiding officer. Twenty-four years later (1892) a formal attempt was made to have Synod rescind the 1868 action, but it received only one or two votes; a second attempt in 1895 was tabled by unanimous vote.

Thus, within the first two years of operation after the Civil War, the Board of Directors and the Synod established an official integration policy for the College, which stood throughout the troubled years of the nineteenth century. It was a successful venture, but not without problems or controversy.

Response from Benefactors

After liberation of the slaves the United States Government established a Freedmen's Bureau, through which appropriations were made to aid the new "freedmen." Private as well as public schools were eligible to receive funds; and when Maryville College reported the Directors' policy decision of 1867, General Oliver C. Howard who was in charge of the Bureau, sent in February, 1868, an initial sum of $3,000. General

Howard later assigned a representative to Maryville to make an inspection of the work of the College, and within the next two years or so appropriated first $10,000 and then $3,000 toward the erection of Anderson Hall, making a total of $16,000 from the U. S. Government. For each of these grants the following receipt was signed:

> The Trustees of Maryville College hereby acknowledge receipt of $———, from the Freedmen's Bureau, to be used or distributed as that the funds herein referred to shall be forever appropriated to the education of loyal refugees and freedmen and their descendents.

Within a month after the Directors' 1867 policy statement, William Thaw of Pittsburgh sent $1,000, which during the ensuing year was increased by him to $4,000, and multiplied many times in the next three decades. He later said more than once that the opening of the doors to Negro students "was the cornerstone" of his interest and contributions. Other large donors, notably John C. Baldwin, William E. Dodge, Preserved Smith, who with the Freedmen's Bureau and Mr. Thaw made possible the new college plant and the first substantial endowment, likewise were influenced by this policy and the resulting admission of Negro students. A document prepared by a special committee in 1901, much of it based on information given before his death by Professor Lamar, specifically attributes to its integration policy more than $100,000 received by the College. The only legal agreement was with the Freedmen's Bureau; but the authorities of the College recognized an integration commitment to the others also.

From 1866 to 1901

The number of Negro students was never large, due to lack of preparation, incentive, and money. It averaged about five a year from the Civil War to the mid-1880's, and ten a year from then until their enrollment was halted in 1901. The total number of different individuals was about sixty.

Of these, nine graduated from the College and received the bachelor's degree. In view of the large proportion in the lower preparatory classes, the percentage of graduates is commendable, almost one to six. The first of the nine graduates was William Henderson Franklin in 1880, and the other eight were: John Cates Wallace (1889), William Henry Hannum (1890), Frank Marion Kennedy (1891), Oliver Campbell Wallace (1892), Paris Arthur Wallace (1895), James Allen Davis (1896), James Moses Ewing (1896), and Thomas Bartholomew Lillard (1898). Six of the graduates became ministers and at least one, Paris Arthur Wallace, was made a Methodist Bishop. Of the sixty Negroes enrolled, at least eighteen are known to have become teachers and fourteen ministers.

In a group communication to the Directors in 1901, seven of the nine Negro graduates wrote, "It [attending Maryville College] has given us a better understanding of the white man; it has shown us that he is not, as a race, unwilling to appreciate earnest effort for advancement on the part of the Negro; that his prejudices decrease as mutual contact increases; that he in his best thought is not an enemy to the Negro. Also it has given a higher grade of teaching than may be found in most exclusively colored schools. . . . From the first it was known that only the few and select ones of the race would finish the course of instruction required for graduation. . . ."

Maryville in Tennessee and Berea in Kentucky were the pioneer colleges in racial integration in the South. A few others with white students announced a similar policy but did not weather the pressures of anti-integration prejudice. In a printed circular for his northern financial campaign in the early 1880's, Professor Lamar said of Maryville: "It alone of all the old colleges of the South stands connected with the Presbyterian Church, North; ignores the color line; and educates the rising generation above an intolerant, narrow, sectional spirit."

But the course was not easy or the results ideal.

Controversy

Needless to recall, feelings about the place of the Negro in American society ran high, throughout the nation in general and throughout the South in particular, during all that last third of the nineteenth century, and is much alive after two thirds of the twentieth. In East Tennessee prejudice was less than in the "deep South," but even there it created a hostile atmosphere in which to operate an integrated college. The State required all tax-supported institutions to be segregated, but the law did not apply to private, including church-related, schools. However, almost none of the latter undertook to enroll Negro with white students. Maryville persisted in doing so; and while its total enrollment grew steadily (100 in 1871, 200 in 1880, 300 in 1890, 400 in 1900), the growth would doubtless have been faster without Negro students there. The president, faculty, and directors were criticized by the public in general for admitting Negroes at all into what was predominantly a white student body. On the other hand they were criticized by advocates of integration for not having more Negro students and for some falsely rumored and some actual differences in the treatment of the races on the campus.

All Negro students were men, there being no Negro girls admitted in the nineteenth century, even though white girls attended from the Civil War on. Various reasons were given, including public attitude and the fewness of applicants, none of which would seem adequate reasons today, but did appear so to sincere and intelligent leaders three quarters of a century ago. In 1900, President Boardman, nearing the end of his administration, wrote: "The President believes that . . . admitting young ladies as well as young men to all the privileges for which the covenanted endowments were given, would have been and would now be the best policy, as well as best in ethics."

Through the 1870's there were Negro students rooming in Memorial Hall, but evidently not after about 1880, and none ever boarded in the college dinning hall. They sat wherever they pleased in classes, but in the chapel they were seated as a group. Of course these practices, which would be unacceptable in the 1950's and 1960's, were for the most part accepted by white people in the 1880's and 1890's as reasonable ways to reduce racial tension. But they were criticized in some quarters even then. A faculty committee, answering criticism at the turn of the century, wrote rather unconvincingly that Negro students had not asked to room in the dormitory after 1880 or to eat in the dining hall; and that they themselves established the custom of sitting as a group in chapel. The writer does not have information about the unrecorded daily white-Negro contacts and attitudes of that period; but it is obvious from the recorded practices just cited that there was some justification for the charge that Negro students did not receive all privileges received by white students.

The most fundamental controversy arose, however, when the College's greatest benefactor of the nineteenth century, William Thaw of Pittsburgh, received the impression that the president and some of the professors had become "soft on integration," through lack of personal conviction and fear of losing many white students because of a few colored ones; and were making it unnecessarily difficult for Negroes to enter. Over a period of several years many letters were exchanged between Mr. Thaw, President Bartlett, and others. Mr. Thaw wrote bluntly that his interest and support were at an end, unless convinced of the College's good faith in fulfilling the obligations it assumed when it accepted contributions from him and others with the understanding that qualified students would be admitted without regard to race or color.

Thereupon, the Directors in 1882 unanimously adopted a second strong statement entitled, "Injunction Upon the Faculty and Teachers of Maryville College." It was drafted by a three-man committee of whom Professor Lamar, as in so many cases, was a member. It began:

> Whereas, The impression has become to a degree prevalent in the public mind that the co-education of the races in Maryville College is still a debatable topic, or its expediency questioned, or at least there is such a difference of opinion among the authorities of the College that the success of the policy is likely to be hindered, if not wholly thwarted; and
>
> Whereas, The Trustees of the College have learned that some of its supporters are apprehensive that the pledges made have not been kept in good faith and that there is a disposition on the part of some to disavow the obligations voluntarily assumed and published to the world respecting the educating together of all youth without regard to race, color, or previous condition, as a sound Christian basis . . . deem it advisable to give expression anew to our position on this question.

There follows the text of the 1867 policy statement and a review of ensuing commitments, then this strong closing enjoinder:

> Thus it is clearly seen that the educational policy of the College has been long established and fully made known to the world as irrevocable. . . . And we do hereby reaffirm our adoption of this policy and declare it to be our sincere purpose to execute it impartially and honestly, and strictly enjoin it upon the faculty and teachers of the College to do nothing, by word or deed, directly or indirectly, seeming evasion or equivocation, to produce the impression that the coeducation of the races in Maryville College is any longer a debatable question.

Nearly twenty years later, Dr. Boardman, fourth President (1889–1901), said, "The faculty have been a unit in loyalty to the strict injunction laid upon them by the Board of Directors in 1882. . . . In 1892 also the President had the 'Strict Injunction' laid by the Directors upon all teachers put in type, and has faithfully furnished it to all new teachers."

In his report at the end of 1900, President Boardman reviewed the College's integration experience, gave reasons for his administrative methods, made clear his uncompromising commitment to the College's official policy; and at the same time said that looking back over his twelve years as president he believed the College had, in the interest of expediency, been too timid and silent about the great moral effort it had undertaken. He acclaimed the heroism of the founder, Dr. Anderson, and the second founder, Professor Lamar, in establishing an institution pledged to admit qualified students irrespective of race, nationality, and color. He pointed out that while this might be relatively easy to do in the North, it involved a high order of moral heroism to do it in the nineteenth-century South.

The Tennessee Segregation Law of 1901

Maryville's integration program was terminated suddenly in 1901 by a new law enacted in March of that year expressly for that purpose. There were, of course, school segregation laws long before that (even written into the Tennessee Constitution in 1870) but they applied only to tax-supported schools. Private institutions were free to choose between segregation and integration, although it appears that Maryville alone among those of college grade in Tennessee had permanently chosen integration.

Widespread disapproval and opposition were inevitable. Finally a white graduate of the College, who became a prominent state and national leader, drafted a new state law to cover private as well as tax-supported schools, and it was enacted by the Tennessee General Assembly (Legislature) March 13, 1901. Long afterward this distinguished leader, in his later years reminiscing about student days at Maryville College, to which he was really quite devoted, told the present writer an interesting fact. It was that he dropped out of college and delayed his graduation a year, because there was a Negro who would be graduating in his original class (and who did so on schedule with five white classmates). This postponement was in part a parental decision and reveals the deep prejudices of the period. But that he returned to graduate a year later (in an all-white class) is evidence of the high esteem in which the faculty and standards of the College were held, even by those who disagreed with its interracial policy.

Since the ironclad statute of 1901 had a major bearing on Maryville's history, the following pertinent sections are quoted (the numbering being added):

> [1] It shall be unlawful for any school, academy, college, or other place of learning to allow white and colored persons to attend the same school, academy, college, or other place of learning.
> [2] It shall be unlawful for any teacher, professor, or educator, in any college, academy, or school of learning to allow the white and colored races to attend the same school, or for any teacher or educator, or other person to instruct or teach both the white and colored races in the same class, school, or college building or in any other place or places of learning, or allow or permit the same to be done with their knowledge, consent, or procurement.
> [3] Any person violating any of the provisions of this article, shall be guilty of a misdemeanor, and upon conviction, shall be fined for each offense fifty dollars, and imprisonment not less than thirty days nor more than six months.

It is difficult to believe that such a law would be enacted in twentieth-century America. But it is in the record. It was drafted by a capable man of high purpose and voted by a deliberative state legislature —merely to prevent association of a dozen Negro young men with 250 white young men and women at Maryville College. The wording left no loopholes for institutions or individuals. The penalties were severe and mandatory. Tennessee law had early defined "colored" persons as Negroes, and Negroes as those "having any blood of the African race in their veins." The practical meaning was plain, even if the wording reflected limited ethnological knowledge.

It was clear to all concerned that Maryville's eighty-two-year-old practice of admitting qualified applicants without regard to race or color, would have to be abandoned, unless one of two things should happen: either the repeal of the law by the legislature, or its invalidation by the courts as unconstitutional. The probability of either appeared remote and proved to be so. For another fifty years school segregation laws were held to be constitutional.

Early in 1901, the Directors of Maryville College set up a special committee, with Dr. Edgar A. Elmore as chairman, to study the situation. It, of course, received numerous suggestions. One outlined in a thoughtful and respectful letter, from seven of the nine nineteenth-century Negro graduates, was this: ". . . to establish and equip at Maryville a school with accommodations equal to Maryville College, for the colored race, incorporate it into and make it a part of Maryville College, subject to the same management." Even if this plan had been thought workable, it would not have been financially possible.

On May 28, 1901, after receiving the committee's report, the Board made a series of decisions, four of which were: (1) To accept the advice of "eminent legal counsel" not to make a further attempt to test the constitutionality of the law passed by the State in March, 1901; (2) to comply with the law which prohibited coeducation of white and Negro students; (3) to admit only white students from September 1, 1901, in view of the fact that throughout the years of integration, "the ratio of white to colored students has not been less than twenty to one;" (4) to divide the endowment, "in compliance with the principles of equity and generosity," placing part where it would perpetually support education of Negro people.

"Separate but Equal"—Supreme Court 1896

The Directors' decision not to test in the courts the constitutionality of this Tennessee statue of 1901 was vindicated by rulings both before and after 1901. The power of States to require racial segregation in "separate but equal" schools was upheld by all courts from 1896 to 1954, except in a few graduate school cases from the 1930's onward.

The authority for this was the famous decision of the U. S. Supreme Court in the case of *Plessy v. Ferguson* in 1896. In this decision the Court upheld the constitutionality of a statute enacted by the State of Louisiana, requiring railway companies carrying passengers in that State to provide separate but equal accommodations for white and Negro passengers, thus legalizing the so-called "Jim Crow car." The specific ruling and the principles and illustrations recited with approval by the Supreme Court in its written decision were interpreted by all courts for over fifty years as validating the constitutional right of States to require racial segregation in transportation facilities, schools, hotels, restaurants, theaters, government buildings and institutions, and other public accommodations, whether publicly or privately operated. The 1896 case was not one primarily concerning schools, but the court cited with approval the establishment of "separate schools for white and colored children" as "a valid exercise of the legislative power. . . ."

Three years later, in 1899, the U. S. Supreme Court upheld the Georgia school segregation law. In 1908, in a case of much interest to Maryville and other colleges, *Berea College v. Kentucky,* it "held that the State could validly forbid a college, even though a private institution, to teach whites and blacks at the same time and place." Similar decisions, based on the 1896 Supreme Court approval of "separate but equal" schools, were consistently rendered by all courts, lower and higher, until 1954, except the graduate school cases mentioned above.

Negro Education Fund Established

In their meeting of May 28, 1901, reported above, the Directors specified that the income from $25,000 of the College's permanent endowment funds be appropriated to Swift Memorial Institute, Rogersville, Tennessee, a preparatory school for Negro youth, "so long as it shall remain a Presbyterian Institution," and meet certain standards.

The amount of $25,000 was a little more than one tenth of the total endowment at that time. Negro students over the previous third of a century had comprised less than one twentieth of the total enrollment. Hence the Directors estimated that one tenth of the endowment was a division "in compliance with the principles of equity and generosity." Before reaching this decision, the College received approval from heirs of major donors who had intended their contributions to support education of both Negro and white youth. During the next two years there were discussions with church agencies concerning a practical plan for administering the fund.

Finally, on May 13, 1903, Dr. Samuel Tyndale Wilson, who meanwhile had become President of the College and who previously, as

Professor and Dean, had been a staunch supporter of the integration policy, delivered in person $25,000 to the Trustees of the General Assembly of the Presbyterian Church in the U. S. A., at Philadelphia. It was invested by the Trustees and the income regularly sent through the Presbyterian Board of Freedmen (and its successors) to Swift Memorial Institute. "That was one of the hardest duties I ever undertook," Dr. Wilson would say long afterward, "giving away $25,000 of our little endowment; but it was the right thing to do." The doing of it made a deep impression on some who knew of it. Long afterward, in the 1930's, a successful and prominent business man of Philadelphia told this writer that as a young bank employee he was assigned to receive the money from Dr. Wilson. He was so impressed that he resolved to do something significant for the institution if he ever became a man of means. He did so become, made a number of contributions, and talked of larger ones until the great depression radically reduced his resources.

In 1953, just fifty years after this fund was established, the Trustees of the General Assembly notified Maryville College that Swift Memorial Institute was no longer connected with the Church. By terms of the original arrangement, this canceled its connection with the fund, and the trust accepted by the Trustees of the General Assembly was at an end. They proposed returning the balance and the College agreed, the Directors' covering action being in part as follows:

> That the Directors accept from the Trustees of the General Assembly of the Presbyterian Church in the U. S. A., refund of that portion of the funds adjudged by the said Trustees now remaining ($23,125.62) of the $25,000 turned over by the Directors of Maryville College in May, 1903 . . . and that before allocating this refund, when received, the Directors of Maryville College give consideration to the action and the purpose of the Directors in transferring these funds to the Trustees of the General Assembly in 1903; and that until the fund is allocated for specific use, all income received from or for the fund be added to the corpus of the fund.

That was in 1953, a year before the U. S. Supreme Court decision which enabled the College to resume its integration policy. The Directors by their own action were pledged to a recognition of the original fund's assignment to Negro education, before designating its future use. Some alumni, hearing of this development, were moved to make personal contributions to the fund, which with accumulated interest soon lifted the principal above the original amount, to $25,500. After the College in 1954 began again to enroll Negro students, it was returned to the regular endowment, where it is designated "Fund for Negro Education."

1901 to 1954

There were no Negro students between May, 1901, and September, 1954. The unprecedented progress of the College in those years has been traced already in this volume. But because of the forced racial segregation, there were unseen, unmeasured losses—cultural, moral, and spiritual. Direct service to Negro youth by the College was absent, and its contributions to better race relations were consequently much reduced.

Integration of traditionally "white" colleges in the South had progressed very little. Separate colleges for Negroes had been established by States and other government units and by private and church groups. By the end of the first third of the twentieth century, there were approximately one hundred such colleges and universities in the nation, most of them in the South. They formed a national association which at the middle of the century was conducting successful financial campaigns for a Negro College Fund. In the South they formed their own accrediting body, largely because the Southern Association of Colleges and Schools and the large city hotels in which it annually convened were not willing to accept Negro and white college representatives on an equal basis. Also a separate body was for a considerable time desired by Negro colleges themselves because of the fact that many of them could not then meet the Southern Association's standards. Both of these obstacles have been for the most part overcome during the past two decades, and these colleges are eligible for regular membership in the Southern Association.

The development of these colleges, during the long period of legal separation, provided higher educational opportunity for Negro youth who were prepared financially and scholastically to go to college. Even today, with many predominantly white institutions in the South open to Negro students, the vast majority of them continue to attend institutions with predominantly Negro enrollments. As numbers increase and attitudes change further, there will undoubtedly be a marked increase of Negroes in predominantly white colleges and universities, especially tax-supported ones.

It is well to remember that throughout the half century when Negroes could not legally attend Maryville College, all other qualified applicants regardless of race or color were admitted. Only those classified by law as having "African blood in their veins" were missing! Gradually from the 1930's onward, Negroes, although not eligible to matriculate, appeared on the Maryville campus—as singers, speakers, student visitors in religious services, members of interracial conferences, and in other capacities. They were invited and welcomed by the president, faculty, and students, as guests in the college dormitories and dining hall and in private homes. This was before the 1954 Supreme Court decision reopened the doors to enrollment. For several summers in the early 1950's the College was host to successful interracial conferences under auspices of the Presbyterian Church in the U. S. A., with attendance exceeding 300, divided about equally between white and Negro delegates from seven or eight southern States. The values to participants of both races and to the integration movement were marked.

But the College did not follow this course without public and private opposition. For example, in 1952 the local papers carried the picture of a nationally known Negro baritone singer who was scheduled for a concert on the campus. Immediately the president's office received so many telephone protests, including numerous ones which were anonymous, profane, and obscene, that it was necessary to close off the telephone. More than once, during interracial conferences, word reached the campus that some group in the area was threatening to "come up there and clean the whole lot out." But no mob ever appeared, and gradually opposition declined.

Meanwhile, directors, officers, teachers, and students for the most part were loyal to the ideal and undertaking. Then came May, 1954.

U. S. Supreme Court Decision of 1954

The decision of the U. S. Supreme Court on May 17, 1954, outlawing school segregation, is one of the most important and far-reaching in the nation's history. The vote of the Court was unanimous. A single opinion was issued covering a number of separate cases which had come up to the Supreme Court from South Carolina, Virginia, Delaware, Kansas, and the District of Columbia (plus a separate opinion relating to special legal aspects of the District of Columbia case).

Seventeen States (all those in the South from Delaware to Oklahoma and Texas) had segregation laws forbidding coeducation of white and Negro students; and four States (Arizona, Kansas, New Mexico, Wyoming) permitted segregation. These segregation laws had been legally (and morally) justified by the "separate but equal" principle approved by the U. S. Supreme Court in its 1896 decision in the *Plessy v. Ferguson* transportation case. But in the unanimous 1954 opinion, the Supreme Court held that even if physical facilities are equal, there are intangible factors which keep "separate" from being "equal." Said the Court: "We conclude that in the field of public education the doctrine of 'separate but equal' has no place. Separate educational facilities are inherently unequal."

An interesting observation in the opinion pointed out that the Fourteenth Amendment to the Constitution (guaranteeing "equal protection of the laws"), adopted just after the Civil War, did not clearly state an intention to prohibit school segregation, since there were few public schools.

There had been some earlier court orders requiring certain tax-supported universities and professional schools to admit Negroes when the State did not provide equal separate education. The first of these cases involved the University of Maryland Law School in the mid-1930's.

The 1954 decision declaring segregation in the public schools unconstitutional was at once understood to extend also to private and church schools and colleges chartered to serve the public.

The 1954 spring meeting of the Directors of Maryville College was on May 19, two days after this famous decision of the U. S. Supreme Court. The following is an excerpt from the minutes of that meeting:

> The President presented the following recommendations concerning the College's enrollment policy: (a) that the President, Chairman, and Recorder be authorized to transmit to each Director of the College by mail a survey and analysis of the present situation touching the admission of all races to the College, request from all Directors a mail ballot and comments, compile the results and submit them to the Committee on Administration sometime

during the summer; (b) that the Committee on Administration be authorized to make such decision and take such steps as seem to it wise in light of the returns from the Directors. This recommendation was adopted.

Integration Resumed

Soon after this action by the Directors, a letter went to each director, in which the President of the College and Chairman of the Board reviewed the history and effects of the Tennessee segregation law of 1901, called attention to the U. S. Supreme Court decision just published, and proposed that the Directors announce a return of the College to its previous integration policy, effective for the ensuing semester. In response, thirty-three directors by mail ballot voted "I favor accepting Negro students this year," and two voted in the negative. There was then one vacancy in the Board of thirty-six. On July 19 the Directors' Committee on Administration, in light of these returns, took the following action:

> That the Committee on Administration, acting under the authority conferred upon it by the Board of Directors on May 19 hereby re-establishes the College's policy of accepting qualified students without regard to their race or color.

The announcement with which this chapter opened was then transmitted to all directors, faculty, and students, and on August 11, 1954, was released to the press. At its next stated meeting, October 15, 1954, the Board of Directors ratified this action of its committee as the policy of the College. The President reported that six Negro students had been enrolled and that their integration into the total group had gone forward smoothly on the campus and with a minimum of difficulty in the community.

The public announcement brought a flood of protests from all over the South, and a year later, when a Negro was appointed to the faculty, another flood followed the press report of that. There were a few individual donors and churches in the South that registered vigorous objections and discontinued their support. For several years there were few students from the "deep" South, but the numbers are now almost back to "pre-integration" levels, and generous gifts are coming from quarters where they had been cut off, all of which indicates changing emotions and attitudes.

The College stated clearly that all students, regardless of race or color, were to have the same privileges—in class, dormitory, dining hall, recreation programs, and other aspects of college life and work. It could not be guaranteed, of course, that Negro students would find non-segregated practices in the surrounding community. In 1954 there was in the Maryville community still a rather typical pattern of segregation. But there have been notable advances since then, advances which the College has sought to encourage and commend.

The number of Negro applicants and the proportion who have gone on to graduation have been rather disappointingly small. There were six enrolled the first year. A total of 50 different individuals, 23 men and 27 women, have attended during the fifteen years since 1954, ranging from 3 to 11 per year. As this is written there are 10. Almost all have been from the South, 48 from seven southern States and two from one northern State. The record shows that in this period only five have graduated. Thirty-five of the 50 have roomed and boarded on the campus, the homes of the other 15 being in the local community. There have been Negro students in the college choir, on varsity athletic teams, and in other public groups.

These relatively small numbers are not peculiar to Maryville, among four-year liberal arts colleges with predominantly white student bodies. They may be traced to several causes: inadequate preparation received in most "separate" high schools in the South, limited financial resources, desire and need for a more vocational type of course, and preference for colleges where Negro students predominate, rather than colleges where they are a small minority.

However, the Maryville College integration story is a noteworthy one; and the college gates are open to all qualified applicants irrespective of race or color.

Chapter 15 Extracurricular Activities

EXTRACURRICULAR ACTIVITIES are not part of the course of study, but they form an important part of the life of college students. In reality they include the whole program of living in the campus community, as well as that of participating in specific kinds of work or play. They have been notably strong at Maryville College, in some measure because of the general plan of the campus community.

Dormitory Life

Maryville has always been a dormitory college. From the beginning it has enrolled students from outside the immediate community, has undertaken to provide lodging for them, and has not had such supplementary facilities as fraternity or sorority houses. The buildings on the first campus contained both classrooms and dormitory rooms; and of the first three erected on the present campus, two were dormitories. Today the College has seven three-story and four-story dormitories and a central dining hall.

From two thirds to three fourths of all students have lived on the campus during the past fifty years. In the days of the large preparatory department a considerable number were day students, but even then usually as many as half of all attending the institution lived in dormitories. All except those living at home are and have been required to live in the dormitories, and all living there are required to board in the College dining hall. Thus, for a large proportion of students the Maryville College campus has been through three fourths of each year an active and rather self-contained community—with its own residence halls, dining hall, chapel, recreation facilities, infirmary, post office, stores. Living in such a community obviously involves a whole range of extracurricular activities not usually so designated.

Student-Help Program

For a long time more than half, sometimes two thirds, of all students have been employed part time in the College's student-help program. The policy has been to use student workers as far as they are qualified, have the time, and need the earnings—in dining room, offices, maintenance, library, laboratories, and elsewhere. For a quarter of a century, until after World War II, a considerable number of girls worked in the College Maid Shop, which manufactured various kinds of garments. It was a unique college enterprise founded by the late Mrs. James H. McMurray while head of the Home Economics Department.

Student employment has gradually decreased since about the time of World War II. There are several reasons, including the increased financial resources of most American college students, increasing federal aid to students, and the growing demands of the academic program, leaving less time for extracurricular activities.

However, most of those who have participated, and now participate, in the student employment program have found the participation beneficial educationally as well as materially. For many it is a major extracurricular activity.

Student Organizations

Reference has been made previously to the religious organizations: the establishing of the YMCA in 1877, the YWCA in 1884, and the Student Volunteers in 1894; their merger in the 1960's to form the United Campus Christian Fellowship (UCCF); and the change in 1968 to University Christian Movement (UCM). The importance attached to them as extracurricular activities may be inferred from their facilities on the campus. The campaign in the 1890's, led by a Japanese student, Kin Takahashi, to build Bartlett Hall was to provide a home for the Maryville College YMCA and a place for physical education and indoor athletics, which at that time were commonly related to YMCA's. In the 1930's, smaller but commodious quarters were constructed in the Thaw Hall annex for the YWCA. For many years after Bartlett Hall's completion the secretary and president of the YMCA roomed in the building.

The oldest student organizations at Maryville College were the literary societies. There were three before the Civil War: The Beth-Hachma (house of wisdom) and the Sophirodelphian, formed sometime in the 1820's; and the Beth-Hachma ve Berith (house of wisdom and covenant) in the early 1830's. The use of Greek names for societies is well known, but here the Hebrew names reflect the theological seminary influence. One of these societies had a small frame building on the first campus. None of the three was reorganized after the Civil War, and new ones soon appeared.

In 1867 the Animi Cultus literary society was formed, and in 1868, the Athenian, both for men students. After fifteen years, in 1882, the Animi Cultus was succeeded by the Alpha Sigma. Two women's literary societies were organized before many years, the Bainonian in 1875 and the Theta Epsilon in 1894. For a long time each of the four societies had its own quarters on the third floor of Anderson Hall, but later all were located in other buildings. As long as the preparatory department existed, the men's societies had college and preparatory sections.

Until the 1920's these literary societies were centers of training in public speaking and forms of expression. There were weekly programs in which students had practice in presiding, debate, oratory, writing and reading essays and poems, newscasts, and extemporaneous and humorous speaking. One or more times each year a literary society would present before the whole college community a program of speaking or a dramatic production, known as a "Midwinter."

But as such training was included in the curriculum, in the forensics program, and in drama departmental productions, it declined in the societies; and they became increasingly social organizations, as they are today. In the 1950's the name Athenian was changed to Kappa Phi and Bainonian to Chi Beta. They all continue as Maryville College social societies, not as fraternities or sororities in the usual understanding of those terms. Functioning on a brother-sister plan (Alpha Sigma-Theta Epsilon and Kappa Phi-Chi Beta), they sponsor a variety of extracurricular activities, including weekly meetings, intramural sports, dances, and service projects.

Various kinds of clubs have existed intermittently. They were more numerous formerly than in recent years. They have usually represented special interests, such as home States, hiking, and vocations (ministry, law, medicine, and others). The vocational interest clubs often have conducted studies and discussion in their special fields. Such groups as the Varsity Lettermen's Club, the Women's M Club, the French and German Clubs, and others have been active.

Honor Societies

In recent decades as life and higher education have become more and more organized, chapters of national honor societies have been formed at Maryville: Pi Kappa Delta, forensics; Theta Alpha Phi, drama; Tau Kappa Chi, music; Pi Gamma Mu, social sciences; Sigma Delta Psi, athletics; and several others. Of particular importance is the Maryville College scholarship honor society, Alpha Gamma Sigma, organized in 1934. Membership in these societies is basically a reward for superior academic achievement, and therefore the organizations are in a sense semi-curricular rather than extracurricular. But they constitute part of the student's experience outside of regular college courses.

Student Publications

Maryville College students issued their first printed publication in 1875. It was edited and produced, even printed on their own small printing press in Memorial Hall, by two students, Samuel Tyndale Wilson, a sophomore, and John A. Silsby, a freshman. In later years the former became fifth president of Maryville College, and the latter served forty-one years as a missionary in China. Both are now buried in the Maryville College cemetery. Theirs was a monthly publication entitled *The Maryville Student.* After they graduated, there was no continuous student publication until 1898; it was founded by a member of the faculty, Elmer B. Waller, Professor of Mathematics, who, as editor-in-chief, assisted by representatives of student organizations, published it until 1907, when he turned the management over to students. It continued on a monthly basis until 1915, when it became a weekly under its present name *The Highland Echo.*

The first college annual, *The Chilhowean,* was published in 1906 by the graduating class of that year. It and *The Highland Echo* continue in 1969 to be the College's two student publications. Both represent a great deal of extracurricular responsibility and work on the part of those who serve on the staffs.

Campus Government

The first Student Council was formed in 1923, consisting of representatives of the four college classes and officers elected by the student body. In 1946 a Women's Student Government Association and in 1948 a Men's Student Organization were formed, the latter succeeded in 1956 by the Men's Student Cooperative, recently renamed Men's Student Government. A Student-Faculty Senate and various student-faculty committees have functioned for more than two decades.

In 1968 a new structure was approved by the Directors, replacing both the Executive Council of the Faculty, which has had chief responsibility for academic and social matters, and the Student Council. It provides for an All-College Council, composed of six students, six faculty, and six administrative officers and staff. It will have as chairman and co-chairman, respectively, the President of the College and the senior student receiving the most votes in the all-college election. Related to the All-College Council are an Academic-Curriculum Coordinating Council, a Religious Life and Activities Coordinating Council, and a Social, Cultural, Recreational Coordinating Council.

College Regulations

College regulations can hardly be classified as extracurricular activities, unless the perennial effort to get them relaxed be considered such. But they do have a bearing on student programs, especially regulations concerning residence and social life. Maryville, like most other institutions, has always had some definite rules about lodging and meals, absence from the campus, social events (dances and others), dating, automobiles (since they became numerous), Sunday activities, hazing, drinking, and other matters. Social regulations in most church-related colleges were once much alike and were comparatively strict. A relaxing trend began several decades ago and was accelerated even in small colleges by the mood of the times and the enormous growth of universities.

Maryville maintained longer than some a number of regulations about such matters as Sabbath observance (e.g. discouraging Sunday travel and closing the athletic facilities); social events (there were no dances at the College until after World War II); smoking within campus limits; times and places of dating. The purpose of all regulations, of course, was and is to advance order and wholesomeness in the campus community, to protect students' time, and to assist development of culture and character. Regulations at Maryville have changed with changing conditions, personnel, and ideas—from decade to decade, even from year to year. They are among the factors which affect the number and kinds of extracurricular activities. For example, a student body which has limited freedom to scatter from the campus creates more activities on the campus than does a student body whose interests and time are divided.

The Performing Arts

Music and drama have long afforded opportunity for student participation. Even when there were limited theatre facilities Maryville had an active and strong program, being the first college in the State to obtain a chapter of Theta Alphi Phi, national dramatic honor fraternity. Since 1954 Maryville has possessed one of the most complete college theatres in the country.

In music there have long been a choir, glee clubs, a band, and an orchestra, involving many students. The Maryville College Choir has had a national reputation for nearly two decades. For such a special presentation as Handel's *Messiah* each year over two hundred students are involved.

Forensics

As already reported, the organization and oral presentation of the materials of knowledge have received special emphasis from the earliest days. Literary societies and curriculum have done much in that field. Before its centennial year the College was taking part in intercollegiate debate. By the 1930's an extensive national, regional, and state forensics program had developed, and Maryville College was participating with marked success. Many trophies have been won by teams and team members. The number of students involved is not large, but it is a strong on-going activity. There is a chapter of Pi Kappa Delta, national forensic honor fraternity.

Intramural Athletics

The first athletic activity on the campus was intramural. The earliest report of it available today is in a letter, written years afterward by Rev. Dr. Calvin A. Duncan, who had entered the College as a student the first year after the Civil War; although doubtless there was similar activity there before the War.

During the nineteenth century, interest in physical education and competitive sports grew steadily. This interest has continued, and within the past quarter of a century a systematic intramural program came to involve a large proportion of all students, both men and women. Much of it is related to the physical education requirement for graduation; but even varsity athletes fulfill these requirements through team membership, and intercollegiate athletics is certainly extracurricular activity. The compactness of the Maryville College campus community has contributed to the building of this strong intramural program.

Intercollegiate Athletics

Out of extensive research of the records, Kenneth D. Kribbs, who returned to graduate in the Class of 1968, has recently written an informative and comprehensive Independent Study report on the "History of Athletics at Maryville College," to which the writer is indebted for many of the following facts.

Baseball

Baseball is the oldest sport with a continuous history at Maryville. The first student team was organized in 1876 under the name "Reckless

Baseball Club of Maryville College" and for three years played outside teams. While these early games seem to have been with independent teams of the area rather than with other schools, yet in a general sense they constituted Maryville's first intercollegiate athletics. Samuel Tyndale Wilson, then a sophomore, played shortstop, evidently was the captain, and kept careful records of each game. In an address at his fiftieth graduation anniversary in 1928, he reported that in three years the team won twelve and lost three games. In a photograph taken at that fiftieth anniversary are seven members of that first team.

There do not appear to have been games with off-campus teams for a dozen years after Dr. Wilson's graduation in 1878, but baseball was continued on an intramural basis. In 1890 formation of the first Maryville College athletic association gave a boost to athletics. In 1891 a Maryville baseball team played five games, winning them all. In 1892 two games were played with the University of Tennessee, initiating a competition which has continued to this day. The first regular uniforms were worn in 1893. They were a gift from Chicago, and in accord with a custom of the times, they had on them in large letters, "McCormick," the name of the donor. In 1903 a full-time baseball coach was engaged by the College for the first time. He was S. A. "Diamond" Lynch, who in the fall became also the first full-time football coach. The detailed account of baseball teams and schedules from then until now is an interesting and gratifying one. There have been outstanding teams, players, and coaches. There were a number of years, beginning in 1913, when Maryville played major league teams on their way north from the training season in Florida. Baseball has been maintained as a major sport through the periods that many colleges demoted it because of the growing plan of football spring practice, the increasing competition for public interest by major league baseball, and for other reasons.

Football

The first intercollegiate football game played by Maryville College was in 1892. The game was introduced three years earlier, in 1889, by Kin Takahashi, but evidently was played on an intramural basis until 1892. It is of interest that this first intercollegiate game was against the University of Tennessee, which was to become from the 1930's onward one of the country's football powers. Maryville lost the game 0–25. In later years Maryville occasionally won from Tennessee, as in 1903 and 1906, and the two teams played some very close games in the 1920's, but the series closed in the early 1930's as Tennessee's football team became too strong for colleges of Maryville's size. There were two or three intercollegiate football games a year in the 1890's, until Kin Takahashi, the coach, captain, and quarterback graduated. In 1898 and 1899 there were no games, but in 1900 intercollegiate competition was resumed, and two games were lost that year to the University of Tennessee.

In the fall of 1903, S. A. "Diamond" Lynch became Maryville's first full-time coach in football, as he had been in baseball that spring. His team won six games and lost one, the loss being again to Tennessee. But one of the six wins was over Tennessee in a controversial return game that lasted only one play and has sometimes been called the "six seconds football game." Maryville kicked off and recovered the ball behind the Tennessee goal line. This was ruled a touchdown; the Tennessee team protested and after a long argument finally left the field. The game was forfeited to Maryville.

The College has fielded football teams annually since that time, except in the war years. There have been successes and failures, with years like 1915 and 1946 when all games were won and a few when all were lost. The record is a good one in terms of wins and losses, and a noteworthy one in terms of sportsmanship and honor. Until well through the 1920's Maryville's schedule for most years included leading universities of the South as well as colleges of comparable size, the larger universities usually counting the games as "breathers" but sometimes finding them to be real contests.

The 1906 season is undoubtedly the most unique and famous in Maryville's football history, not because all games were won but because of the amazing character of the schedule and the results. After winning the opening game at home against American University in Tennessee, an institution no longer in existence, Maryville went to Atlanta and tied Georgia Tech, 6–6, on Saturday, September 29. On the next Wednesday, the Maryville team started a road trip on which it played three games on alternate days (Thursday, Saturday, and Monday, October 4, 6, and 8) as follows: at the University of Mississippi ("Ole Miss"), won by Mississippi 16–6; at the University of Alabama, won by Alabama 6–0; and at

Auburn (Alabama), tied 0–0. The Maryville team then returned home and went to Knoxville for a game with the University of Tennessee on Saturday, October 13, only five days after the Auburn game, and Maryville won by the score of 11–0. Thus five games were played away from home within a period of two weeks, against five universities whose football teams for many years, as this is written, have ranked among the leaders in the South and the nation. It will be noted that in these five games Maryville scored 22 points to opponents' 28, winning one game, tieing two, and losing two. These and the other five games of the 1906 schedule were played with one coach, twelve regulars, and four substitutes. It must be some kind of a record that not a single substitution was made in any of the three games played on the long road trip. Of the ten games in the 1906 season Maryville won five games, lost three, and tied two, the third loss being to the University of the South (Sewanee). The coach of this unbelievable team was Reid S. Dickson, who had played at the University of Pennsylvania, and who later became a prominent Presbyterian minister.

Another notable record was in 1915, when a team under Coach A. S. Kiefer, who had played at Ohio State, was undefeated and unscored on during the season, the only such record in the College's football history. One game ended in a scoreless tie. In 1946, after but one loss in two seasons, Maryville was picked to play in the first post-season Tangerine Bowl game in Florida (which was lost to Catawba College of North Carolina, 6–31).

Lights for night football games were first installed in 1929 on what is now called the "old field" (its official name was "Wilson Field"). All home games were played there until football moved in 1952 to the new Honaker Field, also equipped with lights. Ever since lights were first installed most home games have been at night, usually Saturday night to avoid competition with Friday night high school games and Saturday afternoon games at the University of Tennessee in nearby Knoxville.

Basketball

It is with the completion of Bartlett Hall gymnasium in 1898 that this history of basketball at Maryville College begins. But the history of the game itself is not much older. Its invention by Dr. James Naismith at the YMCA in Springfield, Massachusetts, is usually dated 1891, but it was not until 1901 that the first uniform rules were set up by the Amateur Athletic Union.

There is record of intramual basketball at Maryville in 1902, but the first intercollegiate schedule was in 1903. Of nine games played, Maryville won seven and lost two. The first was lost by the College to Knoxville YMCA by the surprising score of 9 to 12. In 1905, under Coach W. D. Chadwick, Maryville won eight games, lost none, and claimed the East Tennessee championship. In 1910, scores by evenly matched teams were still low compared with those of the present era. That year Maryville and the University of Tennessee played three games, each winning one, the other being a tie, 28–28.

The small Bartlett gymnasium was the scene of games against many leading teams until the Alumni Gymnasium with a regulation-size floor was built in 1921. In the earlier years many colleges and universities had small basketball courts like that in Bartlett. A notable record in Maryville athletic history was made by women's basketball teams. They played intercollegiate schedules from 1903 until 1927. Their success was astounding, with nine seasons without the loss of a game. Basketball continues to be a major sport at Maryville. Its records, as well as those of other intercollegiate sports during Maryville's third half century, have been reasonably available and now are well compiled by Kenneth Kribbs in his work.

Other Sports

Track. The first Maryville College field day was held in 1893 with fourteen events. Evidently a reliable stop-watch was not at hand, as the winner of the 100-yard dash was credited with time of seven seconds. Maryville participated in an intercollegiate field day first in 1904, won by the University of Tennessee, with Maryville second. There were some successful track teams in various years, and by the 1930's they became leaders in the athletic circles of the South. Robert "Bob" Thrower was the track and wrestling head coach and assistant football coach for fourteen years until his untimely death in 1940. One of his track teams won the Southeastern Amateur Athletic Union Championship in 1933 and another won the Tennessee State Championship in 1939. In four other years of that period Maryville finished second in the State meet and won the Smoky Mountain Athletic Conference title eight out of ten years they competed. Student interest since then has fluctuated, and many colleges of Maryville's size do not have track teams.

Tennis was played at the College as early as 1886, which was only a dozen years after its introduction into America. Maryville's first intercollegiate match was not until 1910, and regular intercollegiate schedules really date from the 1920's; since then there have been some strong teams. The first member of the athletic staff to be assigned as a regular tennis coach was George F. Fischbach, '33, who served through the middle and late 1930's. The coaching before that time was done by faculty members of other departments. The intercollegiate program in tennis has been steadily strengthened. In 1940 and again in 1949 the team had perfect seasons, winning ten matches and losing none each of those years.

Wrestling has been popular with both students and people of the community ever since it was introduced at the College in the late 1920's. Intercollegiate wrestling is carried on under strict regulations and by the same honest and good sportsmanship standards as are other intercollegiate athletics, even though professional wrestling has been generally discredited. Since a wrestling team is made up of individuals of different specified weights, a small college can often compete successfully with large universities, as Maryville's record shows. In the mid-1920's a successful wrestling tournament was held among the men on the campus. In 1929 came the first meet with an outside team, and during the season two members of the Maryville team entered the National Wrestling Tournament in Richmond, Virginia, one of them winning third place in his weight class. In 1933, Maryville won its first state championship against all colleges and universities of Tennessee. The record through the years down to the present is a noteworthy one in competition with institutions of all sizes.

Swimming teams have competed on an intercollegiate basis during several rather short periods—in the late 1920's and before and after World War II, but swimming has not been so far a continuous intercollegiate sport at Maryville.

Beginning in the 1920's women and later men students have had an active intramural soccer program. In 1957 an effort was made to introduce intercollegiate soccer at Maryville, and a few matches have been played.

Eligibility

In the earlier years of intercollegiate athletics at Maryville, little attention was given by colleges to eligibility rules, other than that players were expected to be properly enrolled students. However, Maryville was a charter member of the East Tennessee Athletic Association, which was organized in 1903 and exercised some supervision over the intercollegiate athletic activities of its members. There is record of institutions being dropped for failure to live up to the constitution. On the other hand, when the Association awarded Maryville the football championship trophy in 1903, it voted commendation of the fact that Maryville had "honestly and honorably won" and had not played any men who were not bona fide students.

As long as Maryville had a preparatory department, the students of that department were eligible for varsity teams. This was the case also at other colleges. It meant that academic requirements were very flexible, and some good players never got out of the preparatory department. In this writer's student days, there was some practice of enthusiastic supporters in the community recruiting a few strong players (sometimes members of minor league baseball teams whose spring training programs were less extensive than at present), for the baseball or football season. They could enroll in a preparatory class for a term and then drop out. That was a generally acceptable practice.

After the preparatory department was closed, the eligibility requirements were strenthened. In 1925 the College became a charter member of the Smoky Mountain Athletic Conference, which set up rather good eligibility standards but found difficulty in enforcing them. In 1940, after fifteen years as a member, Maryville withdrew from the Conference, stating that it was increasingly concerned over a growth within the Conference of subsidization and eligibility practices which were contrary to the original conference purposes, and that it did not wish to be a party to condoning such violations. An accreditation requirement of the Southern Association of Colleges and Secondary Schools at that time was membership in an approved athletic conference. But the Southern Association gave Maryville permission to withdraw in view of the fact that the withdrawal was because of the College's adherence to higher standards and protest against the Conference's inconsistency.

Maryville's basic policy is to apply to all students, including athletes, the same requirements for admission, attendance, promotion, and graduation. The College has never belonged to a conference with a "freshman rule," and first-year students have always been eligible.

Subsidization

Through most of its athletic history, Maryville has not had athletic scholarships or other special inducements or aid for athletes. Those needing to do so have participated in the regular student-help program. There has, of course, been some financial assistance given quietly to individual players by interested supporters, but the College has discouraged such practice. This has made it difficult to recruit superior high school athletes, since athletic scholarships have long been offered by practically every college and university which has a football team. In recent years Maryville has modified its policy to the extent of providing a limited number of academic and leadership scholarships for athletes. There have always been divergent opinions as to the ultimate value of providing special financial aid to athletes, but the tremendous popularity of athletics, professional and college, in the 1960's and the large sums of money involved have given a powerful impetus to systematic subsidization of college athletics. However, Maryville has moved in that direction much more cautiously than have most institutions.

Coaches

As reported earlier in this chapter, Maryville College appointed its first full-time coach in 1903. From then until 1921, a considerable number of men served as coaches of the various sports, their terms usually being for only one, two, or three years. Some were young men earning a little money before going on to further study.

In 1921 Lombe Scott Honaker, who had been a coach at Southwestern University, Texas, became Associate Professor of Physical Training and Director of Athletics, a position he held with some advance in title until his retirement thirty-eight years later, in 1959. Until near the end of that period, he served with marked success as coach of three major sports, football, basketball, and baseball. A coaching staff was assembled and the College's athletic program was steadily developed and stabilized. One member of the staff, John A. Davis, '30, has served since 1940. Coach Honaker received a number of national recognitions and trophies, his career being an outstanding one in the nation's athletic history. He died in 1964, and in 1968 he was elected posthumously to the Tennessee Sports Hall of Fame. His successor is Boydson H. Baird, '41, who as a student played under him, returned to Maryville in 1959 from a coaching position at the College of William and Mary in Virginia, and has now served a full decade. Since the 1920's, all permanent full-time coaches have held faculty rank; and their long tenures witness to the fact that the College does not dismiss coaches merely because a team has a losing season and fans agitate for a change, as they sometimes do. They are selected with the same regard for character and dedication to Christian higher education as are other members of the faculty. Their influence on students has been consistently constructive.

Chapter 16 A 150-Year Financial Report

"ALL OF us are hard-put to see where we are going to get the funds to meet the demands of the coming decade." This recent statement of a university president describes concisely the problem faced by an overwhelming proportion of church-related and independent colleges and universities every year of their existence. It has certainly been so at Maryville College for 150 years. As this is written informed leaders are alarmed lest the present simultaneous inflation of money, taxes, and student enrollments may bring about a crisis in the financing of all higher education. Yet it is a remarkable historical fact that until now funds by which to survive and grow have been found somewhere—by Maryville and an ever increasing number of colleges and universities.

Frontier College Financing

The founding plans that created Maryville College in 1819 were bold and detailed; but they did not include any provisions for property or operating funds, except the tiny student fees, which as late as 1854 were $25 a year for tuition and $32 for board, with rooms free. For a long time students were few and most of them could pay only a small part of the fees. The first president, Dr. Anderson, provided room and board in his own home for some, and paid for others out of the slender income he received from his churches and the farm he still owned north of Knoxville. Gifts of food and clothing were received from friends, and for ten years, from 1825 to 1835, students earned most of their room and board by working part-time on the "college farm." As time passed, more students were able to pay something. But receipts from students were very small throughout the frontier period and in fact were relatively small at Maryville until well into the twentieth century. In 1969 they are still lower than at most private and church colleges.

There were modest cash contributions from the local community and from individuals and congregations in the synod. Some Maryville families provided free boarding for students. Dr. Anderson at one time wrote, "Now I wish to remember, and record with a thankful heart, the goodness of God, that I did again and again receive by mail sometimes ten, fifteen, twenty dollars . . . at one time I received seventy dollars from Dr. Emmons" (of Massachusetts). The Synod of Tennessee, although having control of the institution, had no synod funds with which to support it.

Most contributions before the Civil War came through personal solicitations by several college "financial agents," chiefly ministers trained under Dr. Anderson—Eli N. Sawtell, Sr., Robert Hardin, Thomas Brown, and others. By far the most permanent and productive was Thomas Brown, who served in this capacity thirty-six years. It was largely his work which made possible the grounds, buildings, the two endowed professorships, and much of the current operation. These agents traveled widely over the Southwest, conducting church services and evangelistic meetings, as well as soliciting funds for the Seminary and College. One interesting report, which has survived nearly a century and a half, was submitted by Eli Sawtell in 1828, and covers the preceding two and a half years. He logs travel of 7,000 miles (on foot and horseback), and lists cash contributions of $1,335, subscriptions of $1,000, and expenses of $396, with no salary.

There was no single gift before the Civil War as large as $1,000. But the Seminary and College somehow obtained funds to purchase ground and the Brick Seminary on Main Street in 1820 for $600; the adjoining lots in 1824 for $400; the College Farm of 200 acres in 1825 for $2,500 (sold after ten years); the boarding house and lot on Church Street; to build the Frame College (finished 1835, removed after twenty years) at an unrecorded cost; to erect (started in 1853) and occupy but never finish the Brick College on which $7,000 was paid; to collect and invest approximately $16,000, toward a goal of $30,000, for endowment of two professorships; to accumulate through donations and purchases a respectable library of 6,000 volumes; to remain in operation without a break throughout forty-two years; and to educate "hundreds of young men . . . for the learned professions, who have attained to positions of eminence and usefulness," graduating an estimated 250 in all departments.

When the College closed in April, 1861, it had indebtedness of approximately $1,000. But compared to that, the assets were substantial. They consisted of "two half-acre lots with three buildings—one wooden (the boarding house on Church Street), one small brick, and a large brick unfinished;" endowment of about $16,000; and a library of about 6,000 volumes. An appraisal now, a century later, is of course impossible; but it appears that the net total assets were in the neighborhood of $25,000.

There is among the records a very interesting report made by General William Wallace, then a railroad president and Treasurer of the College, to the United Synod in May, 1863, about midway through the Civil War. It includes the following investment portfolio for the endowment funds: Knox County six per cent bonds, $5,100; Confederate eight per cent bonds, $5,000; Confederate 7.30 notes, $500; notes of individuals, $5,101.37 (plus a small amount of uninvested cash).

At the end of the listing the Treasurer wrote: "All of which is believed to be perfectly safe"; and later in the report: "The Treasurer will only further remark that during over thirty years, the time he has been the Treasurer, none of the monies which have come into his hands during that period have been lost. If any should complain of the funding of the monies in Knox County and Confederate Bonds, the Trustees considered it the best investment that could be made at the time." When the War was over, however, the College was able to recover less than one third of these funds.

Salvage from the War

When in October, 1865, the first organized steps were taken to reopen the College, closed four years before, the total financial assets were depleted and uncertain, worth probably no more than $7,000 or $8,000. As reported earlier, the lots and buildings had been sold for debt and would have to be redeemed. The old frame boarding house still stood on the Church Street lot, but on the Main Street campus there remained only the ruins of the unfinished Brick College, and it collapsed in 1870. Furnishings, equipment, and most library books were gone. The Treasurer's journal for September 4, 1866, just one day before Professor Lamar reopened the College for instruction, carries two important entries. One says, "Redeemed College Building and Lot, $54.25"; the other, "Redeemed Boarding House, $217.00."

General Wallace, the Treasurer, had died in 1864, and the notes and bonds in which the College's endowment was invested were in possession of the executor of his estate who lived in Atlanta. The executor held that these securities did not belong to the College, but to General Wallace personally. The College's attorneys through vigorous effort finally obtained the securities without court action. The new Treasurer, John P. Hooke, Esq., appointed in October, 1865, reported that in April, 1866, the sum of $103 "for keeping Bonds during the War," and $13 "for Express on Bonds returned" was paid to the executor; also, that in 1865–66 there was paid to the attorneys a total of $587 "to procure Bonds from" the executor. The Confederate bonds and notes, listed in General Wallace's last report, were of course worthless; and evidently most of the notes of individuals likewise. But the Knox County six percent bonds were sound and paying interest in full—$159 every six months.

The Treasurer's reports to Synod show that three days after the College reopened in September, 1866, there was on hand $104.73. It was the balance after the first post-War collection of accumulated and current interest on the recovered bonds, plus certain other income; and after expenditures for recovery of the bonds, for redemption of the grounds and buildings, and for some other obligations. During the first academic year and the summer following, income totaled $588.40. This and the opening balance gave $693.13 for use. The expenditures were $693.50, leaving a deficit of 37¢. The total paid to Professor Lamar for reopening the College and operating it single-handed for a whole year was $181.50, probably an amount cut by him to fit the income.

Value of the Physical Plant

There is no satisfactory way to compare property values in different periods of Maryville's 150 years. The buying power of the dollar at the

College's sesquicentennial is but a fraction of what it was even at the centennial. The rise in cost of construction in the 1960's alone has been frustrating. Comparative figures from different eras, whether for property values or salaries, cannot be accurate; but they are sufficiently interesting and informative to be included in a historical report.

Costs of the first campus and buildings, occupied from 1820 to 1870, have been given in this chapter, in Chapters 1 and 3, and elsewhere. We have no formal appraisals for the College's first half century, but $10,000 (mid-eighteenth-century dollars) is not an unreasonable figure for the total physical plant value in 1861. Little except the ground survived the War. The boarding house and lot were sold a couple of years after the move to the new campus for $1,000; the ruins of the collapsed Brick College were cleared away and the Main Street ground was given to New Providence Church almost two decades later.

The first sixty acres of a new campus cost $1,691.50 in 1867. By 1871, five more acres of land had been added, four new buildings had been erected, and the College had moved into them. In a report to the Synod of Tennessee in 1874, the following costs were listed: (1) a three-story brick classroom building (Anderson Hall)—$22,000; (2) two three-story wooden dormitories, each housing 65 students (Baldwin and Memorial Halls)—$12,000 each; (3) a professor's residence (for Alexander Bartlett)—$4,000. Ten years after moving to the new campus, the purchase of 187 acres of adjoining land was concluded ("The College Woods"), at a cost of $4,007 ($21 an acre), bringing the total campus size to 252 acres.

During the thirty years between 1871, the year the first four buildings on the new campus were completed, and 1901, six new structures were added: Lamar Memorial Library (1888) at a cost of $5,500; Willard Memorial, the President's Residence (1890), at a cost of $11,000; Fayerweather Annex to Anderson Hall (1892) costing $12,000; the first central heating plant (1893) at an unrecorded cost; Fayerweather Science Hall, two stories (1898), the building costing $12,000 and laboratory equipment $10,000; and Boardman Annex to Baldwin Hall (1898), at a cost of $2,000; and other lesser improvements. To one familiar with the campus, these original cost figures, like those of 1870–1871, seem incredible; but they are in the records.

At the turn of the century, the physical plant consisted of approximately 250 acres of campus land, nine buildings, a private water supply system, and modestly satisfactory furnishings and equipment for 400 students. It was carried on the Treasurer's books at a value of $100,000. When the College was a hundred years old in 1919, the number of campus buildings had increased to sixteen and the book value of the total physical plant to $451,022.

The following are some twentieth-century figures on the physical plant from the Treasurer's books:

End of Fiscal Year	*Acres in Campus*	*Campus Buildings*	*Plant Value*
1901	250	9	$ 100,000
1920	250	16	451,022
1930	275	19	785,820
1940	320	21	1,000,000
1961	375	26	4,197,122
1968	375	29	8,556,051

In this table the book values of the physical plant through 1940 were based on actual costs; those in 1961 and 1968 on replacement costs, estimated for insurance and other purposes. There is an element of flexibility about the number of campus buildings, not because it is unknown, but because the number depends on whether you count only buildings on the "central campus"; or all within the whole campus; or, as is done above, those within the whole campus which are or have been used in the College's operation. Since 1961 four new major buildings have been completed and one older one (Baldwin Hall) removed.

The largest expenditures have been for buildings erected since 1950, with the price per square foot rising steadily, the approximate costs being: Fine Arts Center (1950), $575,000; Samuel Tyndale Wilson Chapel (and Theatre) (1954) $700,000; Margaret Bell Lloyd Residence for Women (1959), $475,000; Residence Halls No. 1, 2, and 3, not yet named (1966), $2,100,000; Sutton Science Center (1968), $1,275,000.

Endowment

It has been reported that when the College closed in 1861, it had an endowment of approximately $16,000. This had been raised to endow two "professorships," one back in the 1820's, the other in the 1840's. Reports in the 1850's indicate that the fund was earning almost six per cent. Then during the Civil War two thirds of it was lost. To the one third salvaged for the revived institution it was possible to allocate about $8,000 from the substantial gifts received when the new plant was built. But by 1880 this had brought the endowment to only $13,300.

The first substantial endowment was $100,000 raised by Professor T. J. Lamar between 1880 and 1883. From the time of reopening in 1866, the College depended largely on contributions for current expenses as well as for the building of a plant. William Thaw and William E. Dodge together were giving some $3,000 annually. Student fees were low and even a six per cent income from the small endowment did not go far to cover expenses of the larger facilities and growing enrollment and faculty. But the nation-wide "Panic" of 1873 and the ensuing depression dried up a large proportion of the gifts. The College began to go into debt. The Directors could see no long-range solution except through endowment. But even if economic conditions in the 1870's had permitted, until the lawsuit, described in Chapter 4 of this volume, challenging the ownership and control of the College, was settled, securing of gifts to endowment was virtually impossible. This litigation ended in favor of the College in 1880.

In the same year the Directors set an endowment fund goal of $100,000 and assigned Professor Lamar to conduct the campaign. He went north and sought out the supporters who had provided funds to rebuild and sustain the College. Generous pledges were made on condition that the full $100,000 was raised, but it took almost three years to secure the $100,000. President Wilson in *A Century of Maryville College* gives a dramatic account of Professor Lamar's three-year campaign and the two final pledges near the end of the last day of grace for claiming the large conditional subscriptions. Most of the $100,000 was paid soon, and added to that already in hand it gave a new assurance to the future of the College.

The three principal donors were already generous supporters of the College, and others joined them: William Thaw of Pittsburgh, $25,000; William E. Dodge of New York, $25,000; Preserved Smith of Dayton, Ohio, $25,000; Sylvester Willard, M.D., of Auburn, New York, $10,000; West Presbyterian Church of New York City, $4,000; Marquand Estate, $1,000; alumni and friends in Tennessee, $5,000; and others $5,000.

Professor Lamar's total expense account for the three-year campaign, including time "in the field" in northern cities, aggregating more than a year, is to modern campaigners next to unbelievable—$702!

In the 20th Century. During the 1880's and 1890's, contributions were allocated to the endowment fund whenever possible, and at the close of President Boardman's administration in 1901 it had reached $247,364, more than twice the total after the Lamar campaign. And when the College had finished celebrating its centennial the Treasurer reported $803,702 of endowment. The providential Fayerweather bequest received before and after the turn of the century; the large Voorhees gift in 1905; the Forward Fund in 1907–1908, which brought the first of a series of Foundation grants to endowment; and the Centennial Forward Fund campaign had been the chief sources of the half million dollars added since 1901. When President Samuel Tyndale Wilson retired in 1930, the total endowment reported was $1,703,277, approximately seven times what it was when he took office in 1901.

In the next three decades the endowment funds grew, in spite of the Great Depression and World War II, more than a million dollars to $2,885,208. The latest Treasurer's report in hand as this is written lists endowment funds in 1968 totaling $3,632,208. Maryville's figures are not large when compared to the sixty million dollars of Tennessee's most highly endowed university or the six hundred million of America's highest; and not as large as Maryville needs. But three and a half million dollars is substantial, and the history of its growth is creditable.

Current Income and Expenditures

As a private educational institution, with no support from taxes, Maryville's sources of current income have always been three: student fees, endowment earnings, and gifts. Although church-related, its only income from the Church has been gifts (appropriations) subject to the decisions of those charged by the Church with that responsibility.

Earlier in this chapter is mention of the operating expenditures of $693.50 and the deficit of 37¢ in the first year after reopening in 1866. In the second year of operation (1867–1868), the totals went up radically, the first gifts for capital purposes being received then. Mr. Thaw sent $4,000, of which $1,000 was paid toward the new campus and $3,000 toward erection of a professor's residence on the new campus. The Freedman's Bureau (U. S. Government) sent $3,500 as endowment for education of Negroes (freedmen), which was invested in Blount County bonds. The total income for the fiscal year, as reported to the Synod of Tennessee, was $8,368.42, and the expenditures for current and capital purposes was $9,191.27. The overdraft of $822.85 was approximately the amount above Mr. Thaw's gift spent in building the professor's residence. The year's expenditures for all purposes, other than construction and endowment, totaled a little under $1,400. The sizeable overdraft was covered by a loan—from Professor Lamar himself. Now and again through the next twenty years the record shows the College to be indebted to him. There is no explanation of his personal resources.

A dozen years later with student enrollment of 200 and a faculty of 10, the Treasurer's report for the fiscal year ended May 30,1880, shows income of $3,499.37, of which $1,750 or approximately half represented contributions again by William Thaw, William E. Dodge, and Preserved Smith, and $803.77 tuition for the year. The long list of expenditures add up exactly to the income, which one suspects may be due in part again to Professor Lamar trimming his salary—in any case he received the odd amount of $491.97. The following condensed report was submitted to Synod for the fiscal year ended May 31, 1884:

Receipts	
Interest on invested funds	$1,078.23
Gifts for current expenses	3,025.54
College bills of (264) students	1,554.05
Total	$5,657.82

Expenditures	
Salaries paid professors	$4,347.45
Interest on debt	664.88
Incidentals	1,312.64
Total	$6,324.97
Balance against College (deficit)	667.15

The first one hundred thousand dollar annual budget was in 1920–1921; the first one million dollar budget was in 1961–1962; and the first one to approach two million dollars was in 1967–1968.

The relative amounts of current income from the three basic sources have shifted from period to period. In 1900–1901 they were: from students, 32%; from endowment, 68%. In 1930–1931 they were: from students, 53%; endowment, 46%; gifts, 1%. In 1950–1951 these percentages were, respectively, 79%, 18%, 3%; and in 1968 they were 75%, 11%, and 14%. In annual expenditures, the amounts and proportions for instructional salaries since 1931 have been: in 1930–1931, $83,225, which was 29% of the current expenditures; for 1940–1941, $103,255 (27%); for 1960–1961, $290,000 (30%); and for 1967–1968 they were $580,000 (31%).

Twentieth-Century Totals at Twenty-Year Intervals

	Current Income	*Expenditures*
1900–1901	$ 18,775	$ 20,260
1920–1921	116,125	116,435
1940–1841	385,542	389,728
1960–1961	970,326	970,172
1967–1968	1,731,049	1,906,671

A new accounting system was installed in the 1930's. Under it the current income and expenditure figures given here after that time include balances, not total transactions, of auxiliary enterprises (dormitories, dining hall, etc.).

There is widespread concern about the future financing of non-tax-supported colleges and universities. The rapid rise in Maryville's current budget, without a comparable rise in enrollment is one sign of the problem. The changing proportion of income realized from students does not necessarily tell very much, for its does not indicate the fees charged. Hard pressed and having no subsidy from taxes, the private college is tempted to charge more and more, until it changes its clientele to students in higher economic brackets and/or to price itself out of the market. More and more students are going to tax-supported universities and junior colleges where total cost is lower.

Student Fees

In bulletins in the 1940's and 1950's appeared such statements as that "Maryville College counts the real qualifications for attending college to be interest, ability, academic preparation, character, and personality—not extensive financial resources. Therefore, the policy is to select students carefully, then to keep charges as low as possible and to maintain a vigorous and systematic student-help program."

This general philosophy was a major reason through a large part of the College's life that fees have been lower than at most accredited four-year colleges. The following published annual (nine months) charges for tuition, room, board, and average total expense (including also books, laboratory and activities fees, etc.), in some different periods, are given here for record and general interest.

Year	*Tuition*	*Room*	*Board*	*Approximate Total*
1854	$ 25.00	Free	$ 32.00	$ 71.75
1875	20.00	$ 10.00	80.00	130.00
1900	12.00	12.00	50.00	100.00
1919	18.00	30.00	85.00	150.00
1930	50.00	45.00	130.00	290.00
1945	150.00	60.00	180.00	400.00
1960	480.00	160.00	360.00	1,020.00
1968	1,000.00	350.00	450.00	1,900.00

(Announced anticipated annual charges for 1969–1970 are $2,100 for resident students and approximately $1,200 for commuting students.)

Major Gifts

There were six major donors in the nineteenth century. The first gift as large as $1,000 ever received by the College was one of that amount from William Thaw of Pittsburgh in 1867. He added another $3,000 within a year, and was a frequent donor until his death in 1889, his cash gifts totaling some $60,000. Mrs. Thaw continued to give up to the end of her life in the 1920's, until the Thaw benefactions to Maryville reached a quarter of a million dollars. William E. Dodge of New York, like Mr. Thaw, contributed annually to support of the College from the time it reopened after the Civil War, and gave $25,000 toward the endowment in the 1880's. Preserved Smith of Dayton, Ohio, also contributed $25,000 to the endowment and made other gifts. A fourth major donor was Sylvester Willard, M.D., of Auburn, New York, who gave

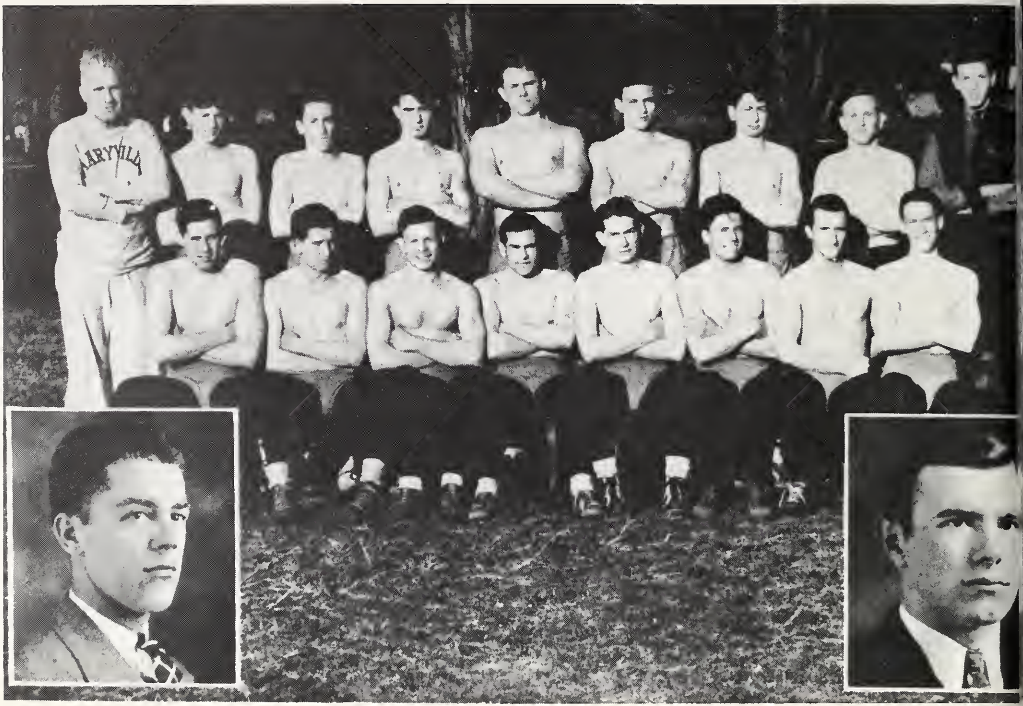
$10,000 to the endowment in 1883, and his widow gave $11,000 for a president's house in 1890. One of the most providential gifts was the bequest of Daniel B. Fayerweather, a businessman of New York, which was paid to the College by installments before and after 1900, totaling $216,000. The sixth major gift was in point of time one of the earliest after the Civil War. It was the $16,000, described earlier in this volume, appropriated by the Freedmen's Bureau of the U. S. Government, designated for Negro education.

Major gifts received during the first two decades of the twentieth century, up to the College's centennial, included the following: $100,000 was given in 1905 by Mr. and Mrs. Ralph Voorhees, of New Jersey, which made possible the Elizabeth R. Voorhees Chapel, a center of campus life from 1906 until it was destroyed by fire in 1947. Andrew Carnegie in 1906 and 1907 contributed $50,000 toward the building of Carnegie Hall; and a gift of $20,000 by Dr. Daniel K. Pearsons, of Chicago, went into the building of Pearsons Hall in 1910. John C. Martin gave $20,000 in 1907 to establish a Bible Training Department. An anonymous friend in 1913 gave $26,000 toward the endowment and equipment of a Home Economics Department, and in following years added gifts until the total far exceeded $100,000. The General Education Board made grants of $50,000 in 1907 and $75,000 in 1916; to which it added $40,000 in 1923 and $40,000 in 1925, a total of $205,000, designated for endowment.

In the 1920's, there were the two grants from the General Education Board, and one of $50,000 in 1923 from the Carnegie Corporation, the other principal Foundation at that time. A notable gift of $140,000 was completed at the close of the 1920's by Mrs. Charles Oscar Miller of Connecticut, designated as a partial endowment of the president's salary. In 1926, Dr. Thomas W. Synnott set up a considerable trust fund with the Board of Christian Education of the Presbyterian Church in the U. S. A., the income from which was to go to designated colleges for support of departments of religious education. Of this, $50,000 was for Maryville College, on condition that the College establish a matching fund of $100,000. This was done, thanks chiefly to a large contribution by one who wished to remain anonymous. During the first half of the twentieth century Maryville College received many substantial contributions from organizations and individuals of the Daughters of the American Revolu-

1969 BASKETBALL TEAM

FIRST TRACK TEAM—1912



1937 STATE CHAMPION WRESTLING TEAM
Seventh Consecutive State Champion Team

1939 STATE CHAMPION TRACK TEAM

THE MARYVILLE COLLEGE CHOIR, 1968
Harry H. Harter, Director

EASTER SUNRISE SERVICE—COLLEGE WOODS AMPHITHEATRE

1892 FACULTY
President Samuel W. Boardman in center

A LITERARY SOCIETY—1894

Dean Stone Photo

AZALEAS IN COLLEGE WOODS AT MORNINGSIDE

SCENE IN THE COLLEGE WOODS

GREAT SMOKY MOUNTAINS IN WINTER

Dean Stone Photo

GREAT SMOKY MOUNTAINS
As Seen from the Margaret Bell Lloyd Residence

Dean Stone Pho

GREAT SMOKY MOUNTAINS
Looking Up Little River Toward the Chimneys

tion, being one of the original schools on the approved list maintained by the National Society.

Larger gifts received by the College in the 1940's and 1950's included approximately $575,000 from Mr. and Mrs. Glen A. Lloyd of Chicago to construct and equip the Fine Arts Center (Mr. Lloyd is a graduate of Maryville College in the Class of 1918); a grant of $166,000 from the Ford Foundation, for support of faculty salaries; $100,000 from the Aluminum Company of America, toward endowment of a Chemistry Professorship; from James A. Padgett of Washington, D. C., approximately $125,000 (Mr. Padgett was a graduate of Maryville College in the Class of 1910); from the Kate Buckingham Sheadle Trust of Cleveland, Ohio, approximately $100,000; and more than $75,000 toward a new women's dormitory, from Opportunity Giving through the national organization of United Presbyterian Women.

In the sesquicentennial campaign during the 1960's, the largest gifts have included additional contributions of approximately $450,000 by Mr. and Mrs. Glen A. Lloyd, bringing their total gifts since World War II to more than a million dollars, the largest amount from the same donor in the College's 150-year history; approximately $750,000 by Mr. and Mrs. Algie Sutton of Greenville, South Carolina, toward the Sutton Science Center and other objects (Mr. Sutton is a graduate of Maryville College in the Class of 1929); $250,000 by Edmund Wayne Davis, formerly Professor of Greek and Latin and Secretary of the Faculty at Maryville College; $150,000 from the Aluminum Company of America; and certain contributions of other kinds, such as valuable paintings from Mr. and Mrs. L. H. Langston of Rumson, New Jersey (Mr. Langston is a graduate of Maryville College in the Class of 1913).

In a real sense all colleges are continuously engaged in a fund-raising campaign. But from time to time there are organized intensive efforts. These probably have been less often the method used at Maryville than at some other institutions. But in the past hundred years there have been some vigorous campaigns, notably in the centennial and sesquicentennial years.

Professor Lamar's successful single-handed three-year (1880–1883) effort in raising $100,000 for endowment might be called Maryville's first major "organized" campaign. There had been routine and special appeals and solicitations from 1819 onward, but the 1880–1883 effort was the first with the now familiar characteristics of twentieth-century campaigns. There was not another comparable effort until 1907, when the Directors announced a campaign to raise a Forward Fund of $200,000. It was conducted by President Samuel Tyndale Wilson, who personally did most of the soliciting of larger gifts, and had exceeded its goal by $27,000 when concluded in 1908. It set the pattern for the three other campaigns conducted by President Wilson within the next twenty years. Major features in the pattern were that all were essentially nationwide in appeal, with a large proportion of the money coming from the northeastern states; that President Wilson personally did a lion's share of the work, assisted effectively in the field first by Miss Margaret Henry, Student-Help Secretary, and then her successor Miss Clemmie J. Henry; that there was no expense for professional fund-raising service; that all achieved the goals set; and that the initial challenge subscription in each campaign was made by the General Education Board, New York.

The second and largest of Dr. Wilson's campaigns was for a Centennial Forward Fund of $325,000, extending over the three years 1916–1919. The amount actually raised was $500,000, and the total came to be known as the Centennial Half-Million Dollar Fund, this consisting of the Centennial Forward Fund and the additional $175,000 received. Among the contributions were: $30,000 by citizens of the local community; $25,000 raised by a committee of Union Presbytery; and $10,000 by the General Board of Education of the Presbyterian Church in the U. S. A. In 1923, a First Emergency Fund of $300,000 was raised, and in 1925 a Second Emergency Fund of $100,000.

For obvious reasons, extensive fund-raising campaigns were not possible during the depression which followed the stock market crash of 1929, or during World War II, although there were some gratifying gifts and the assets steadily increased. After World War II, funds were given that made possible the Fine Arts Center, the Chapel and Theatre, the Margaret Bell Lloyd Residence for Women, and other buildings and facilities. The sesquicentennial campaign for $6 million was announced in February, 1960. In 1966 a revised goal of $12 million was set, toward which at this writing $8 million has been realized. In 1958 the College established the office of Director of Development, which has been filled in succession by Raymond Irving Brahams, Jr., (until 1966) and Bill Alexander

Fleming. The fund-raising firm, Ketchum, Inc., Pittsburgh, has directed much of the sesquicentennial campaign.

Investment Policy

Ever since the first money was raised to endow a professorship in the 1820's, the College has had some to invest. The minutes of the Synod of Tennessee contain careful annual reports prior to the Civil War by the Treasurer of Maryville College concerning the endowment funds. Until near the War they were invested almost wholly in small loans to individuals, evidently at six per cent interest. The report in 1835 listed the names of 36 notes held by the College, totaling $8,040.10. The Treasurer complained of trouble collecting interest from some individuals, the income the preceding year being equivalent to but 4.7% on the whole amount. But he wrote that he was of the "opinion that every dollar loaned . . . is safe and well secured." In the 1850's when economic conditions in the area were unsettled, he reported increased difficulty in collecting both interest and principal from individuals and recommended investing in county bonds. His report in 1863, previously quoted, stated that no principal had been lost, but that it was then invested about equally three ways—in personal loans, Knox County bonds, and Confederate bonds. After the War, with many of the personal loans and all the Confederate bonds gone and some new gifts received, additional county bonds were purchased and the plan of loans covered by personal notes was continued.

The Lamar endowment of $100,000, received and added to the $13,000 then in the fund, created an unprecedented investment responsibility. How the Directors met it is reflected in the following Treasurer's report of 1885:

Still invested in Pennsylvania and Ohio (William Thaw and Preserved Smith gifts)	$ 55,000.00
Blount County Bonds	21,392.83
Knox County and Knoxville City Bonds	3,200.00
Notes secured by trust deeds, etc.	18,433.89
Personal Notes	5,000.00
Cash on hand	9,391.09
Total	$112,417.81

By the time of the centennial in 1919, the investment portfolio looked like this: Total endowment, $803,702; Stocks and Bonds, 6%; Loans, secured by First Mortgages, 85%; Real Estate, 8%; Cash, 1%.

At the following years indicated approximate proportions have been:

	1930	*1960*	*1968*
Total Amount	$1,703,275	$2,819,000	$3,618,000
Stocks	17%	24%	37%
Bonds	1%	18%	19%
Mortgage Loans	64%	51%	23%
Real Estate	14%	4%	5%
With Special Trustees	4%	2%	5%
Invested in Plant	—	—	9%
Cash	—	1%	2%

The Board of Directors of the College has always had a Treasurer. Until 1901 he was a director who gave part of his time to the position, with little or no compensation. Since 1901 he has been a full-time administrative officer, responsible to the President and the Board. Also there has been a committee of the Board to supervise the financial program and make investments. In 1944, for the first time, the Directors employed professional investment counsel, executing a management contract with the United States Trust Company of New York. The only securities, other than some of local origin, which the College owned at that time had been gifts from donors. It was the practice of the Directors' committee on finance to invest all available endowment funds in first-mortgage loans, administering them directly in the Treasurer's office. The securities initially placed with the United States Trust Company in 1944 constituted about 26% of the entire investment portfolio, with approximately 55% of all funds still in first-mortgage loans, bearing interest at six per cent (except a few larger loans at a slightly lower rate). All loans were on properties in East Tennessee, most of them within fifty miles of Maryville and hence conveniently accessible to representatives of the College. Beginning about the time of World War II, all loans were made on an amortization schedule. There had been an abnormal number of foreclosures necessary in the depression years, but increased values during and after World War II enabled the College to dispose of the properties acquired and in most cases recover both investment and delinquent interest.

In 1965 the Directors decided to discontinue the long-time plan of investment in mortgage loans. As this is written all funds received from repayment of loans and all new monies received for endowment are added to that under management of the United States Trust Company, which now has in custody 55% of the Maryville College endowment.

Government Funds

A cardinal principle long vigorously defended by Protestant church-related colleges is independence from government financial support. This has been due in part to fear that control would follow support and limit institutional freedom. Roman Catholic institutions have not shared this fear. Large independent universities risked this many years ago by accepting federal and state funds for research and other programs. After World War II, the federal government included loans to colleges for dormitories and dining halls in its plans for financing more housing in the nation. More recent legislation by Congress has greatly extended eligibility of colleges for federal aid. It makes available grants for science, library, health, physical education, and other facilities and programs. As such funds became available in expanding amounts, the fears and opposition of college trustees and officers gradually receded, applications were rationalized and filed, and funds accepted by all but a few institutions.

As has been reported, Maryville College, soon after the Civil War, accepted $16,000 in three grants from the Freedmen's Bureau of the United States Government. This was in support of the College's integrated program, into which Negroes were to be accepted. Part was for current use and endowment and part for the completion of Anderson Hall on the new campus. There is no record of further government funds until the first of the housing loans in 1958; except those paid for furnishing facilities, boarding, and instruction to assigned military personnel during World Wars I and II. There have been federal government funds to students who are veterans, and in the 1960's there are several other forms of federal assistance to students and faculty.

Since 1958 the College has secured long-term, low interest-rate loans to cover approximately half the cost of the Margaret Bell Lloyd Residence for Women, completed in 1959; to rehabilitate Carnegie, Memorial, and Pearsons Halls in 1958 and 1959; and to cover practically the full cost of erecting what are currently designated Residence Halls Nos. 1, 2, and 3, completed in 1966. Also there have been federal grants toward constructing and equipping Sutton Science Center, and toward certain academic programs, notably the Library and Language Laboratory; with further grants for projected buildings hopefully in prospect. Thus the United States Government now has a large investment in the Maryville College physical plant, as it has in hundreds of other college and university plants throughout the nation. In accepting financial benefits from government, the Directors of Maryville College have endeavored in all cases to protect the independence of the College as a private institution. Meanwhile Maryville College's 150-year financial report cannot be finally closed until after this volume is in print.

Chapter 17 Sesquicentennial

Travelers 150 Years Apart

THIS VOLUME opened with the story of two American young men of the southwestern frontier 150 years ago, returning home on horseback from a two-months-long, 1400-mile journey—to found a school which became Maryville College. As this final chapter is written, three other American young men have just returned to earth from a six-day, 600,000-mile flight to the moon nearly a quarter of a million miles away. Each journey was by the fastest mode of travel of the time—a horse at five miles an hour, more or less; an Apollo spacecraft at 24,000 miles an hour.

These two journeys mark the boundaries of Maryville College history. They symbolize the revolutionary advance of technical knowledge and skills. Between them the College has grown from a tiny school of one teacher and five students in "a little brown house," to a college of a hundred teachers and counselors and eight hundred students from 38 states and 10 foreign countries, in 29 buildings on a spacious campus of 375 acres.

In those 150 years man has discovered and harnessed more of the latent forces of the physical universe than in all the myriads of years of previous history. Maryville College has had a serious interest and some share in these discoveries and achievements, for throughout that time it has been an institution of higher learning. Maryville's faculty and students followed by television (also a product of the scientific age) the achievements of this latest adventure into space, and they shared in the world-wide response to the simple but moving religious act of the three astronauts on Christmas Eve as their spacecraft, Apollo 8, was making its ten scheduled orbits around the moon. They heard the commander's unexpected announcement, "Apollo 8 has a message for you"; followed by the voice of one, then of a second and a third in turn, transmitted through almost a quarter of a million miles of space to the earth, reading from the Bible the opening ten verses of the Book of Genesis:

> In the beginning God created the heaven and the earth. And the earth was without form, and void; and darkness was upon the face of the deep. And the Spirit of God moved upon the face of the waters. And God said, Let there be light: and there was light. And God saw the light, that it was good: and God divided the light from the darkness. And God called the light Day, and the darkness he called Night. And the evening and the morning were the first day. . . . And God said, Let the waters under the heaven be gathered together unto one place, and let the dry land appear: and it was so. And God called the dry land Earth; and the gathering together of the waters called he Seas: and God saw that it was good.

These men, who were at the very moment achieving in applied science what no representatives of the human race had ever achieved, were calmly acknowledging before people in every land that the Creator is God. After the commanding astronaut had said, "God bless all of you—all of you on the good earth," a secular journal writer called that the "most moving moment of the flight, perhaps of the space age."

The fantastic travel and communication of these astronauts are immeasurably beyond those of the two horseback riders from Pennsylvania to Tennessee in 1819. But the reading and the acknowledgment are the same: "In the beginning God created the heaven and the earth." The 150-year history of Maryville College, founded by one of those pioneer horseback riders, reveals a consistent, unified emphasis on learning and man's response to God, recognizing the world and man as creations of God.

Wonderful But Tragic

Marvelous advances in man's knowledge and powers have relieved suffering, lengthened life, produced food, provided improved facilities for living, increased the well being and opportunity of millions of the human race. But also in the century and a half there were tragic suffering and poverty and war. Maryville College has lived through seven American wars, one of them closing the College and almost destroying it. In the American nation, side by side with its tremendous development in resources, standards of living, education, institutionalized religion, there has been a devastating increase in crowded cities, crime, intemperance, race and class conflict. It has been a century and a half both of high achievement and of tragic failure in the nation and the world. A college concerned with values is needed as much in 1969 as it was in 1819—even more.

Maryville College Men and Women

"History is the essence of innumerable biographies," once wrote rugged-minded Thomas Carlyle. So it has been at Maryville College, even though the pages of this volume are more filled with accounts of the framework and the results of their work, than with their names and faces.

An early plan for this book projected a chapter containing a limited number of biographical sketches of persons whose service and influence have been of special significance, some of whom are still living. But the plan was abandoned as impracticable, not for lack of such personalities but because there have been so many. There are chapters with sketches of the seven presidents, and numerous references to the second founder, because these few encompass the whole history of the College.

It is impossible in a volume of this kind and size to report concerning the multitudes who have been significantly involved these 150 years in Maryville's life and work—as students, faculty, officers, staff, directors, alumni, and other supporters. Yet to these must go credit for the character, progress, and service of the College. Its history could be told in the biographies of its men and women.

Trends in American Higher Education

As the College celebrates its sesquicentennial in 1969, it is confronted by unprecedented developments in the whole field of higher education, of which some have accelerated rapidly.

The most inclusive current trend is that of rapid change. It affects all areas of life and most institutions, including colleges. There is nothing new about the idea or fact of change, but the complex structure of society is new, the rapidity of change is new, and the pressures (frequently conflicting) have never been so strong or from so many quarters—from youth, government, publications, industry, foundations, educational associations, national economy. All colleges are more affected by outside forces than once they were. To control these pressures or to use them productively is for every college a tremendous task.

Maryville completes its first century and a half at a time of unprecedented increase in the number and proportion of American youth who go to college; in the size of individual institutions; in the consequent depersonalizing of the higher education process; in the dominance of tax-supported institutions; in the establishment of tax-supported community junior colleges; in the participation of government in the support and life of private as well as public institutions; in the cost of operation; in withdrawal of the Church from support of colleges; in necessity for extended administrative structure and duties in every college; in student and faculty unrest; in the demand for specialized training; and in the secularization of all life, including education.

The Future

The directors, officers, and teachers at Maryville College in 1969 are aware of these pressures and trends, are confronting them with courage, and are moving into the future with hope and confidence. Under the successful leadership of President Copeland and the Board of Directors, the College by the end of the 1960's will have made extensive additions that insure an excellent physical plant for some time to come. The next major need will be a radical enlargement of the endowment. The directors, officers, and faculty are convinced that the endurance, growth, and unique mission of the College will continue into the future. They are committed to the proposition that a Christian-oriented college of arts and sciences, of limited size, of high academic standards, with sound but adaptable policies, conscientiously conducted by loyal men and women, is an essential to the future of the Church, the Nation, and the World.

Appendix A Some Significant Maryville College Dates

1802	Union Academy ("Mr. Anderson's Log College"), forerunner of Maryville College, established
1819	Maryville College (as the Southern and Western Theological Seminary) founded by the Presbyterian Synod of Tennessee through Rev. Isaac Anderson
1820	First campus purchased
1825	First graduating class
1842	Chartered by the State as Maryville College
1857	Death of Isaac Anderson, founder and first president; second president, John Joseph Robinson
1861	College closed by the Civil War
1866	College reopened by the Synod of Tennessee through Professor T. J. Lamar
1867	A new sixty-acre campus purchased; women first enrolled as students; Directors reaffirmed inclusive interracial policy
1869	Third president, Peter Mason Bartlett
1870	College moved to new (present) campus
1875	First awarding of degree to a woman student
1877	First February Meetings
1881	Campus enlarged to 250 acres (including the College Woods)
1884	Endowment increased from $13,000 to $113,000
1887	Death of Professor Thomas Jefferson Lamar, second founder
1889	Fourth president, Samuel Ward Boardman
1893	First central heating plant; first electric lights
1901	Fifth president, Samuel Tyndale Wilson; new Tennessee segregation law suspended Maryville's practice of enrolling Negro students

1916	The Directors published *A Century of Maryville College,* by President Samuel Tyndale Wilson; Carnegie Hall destroyed by fire and rebuilt
1919	Centennial celebration
1922	Official accreditation by the Southern Association of Colleges and Secondary Schools
1925	Closing of the Preparatory Department completed
1930	Sixth president, Ralph Waldo Lloyd
1932	Approved by Association of American Universities
1942	College elected an institutional member of the American Association of University Women, and a liberal arts college member of the National Association of Schools of Music
1944	125th anniversary celebration
1947	New curriculum adopted; Elizabeth R. Voorhees Chapel destroyed by fire
1950	First of series of new buildings (Fine Arts Center)
1954	U. S. Supreme Court declared school segregation laws unconstitutional; Maryville resumed its former integration policy
1960	A ten-year Sesquicentennial Program inaugurated
1961	Seventh president, Joseph J. Copeland
1967	Far-reaching new curriculum and calendar adopted
1969	Sesquicentennial celebration

Appendix B Directors of Maryville College

From the Centennial in 1919 to the Sesquicentennial in 1969
Begins with the thirty-six Directors who were serving
at the Centennial and the dates of their first election
(In the order of first election)

Director	*Residence When First Elected*	*Period of Service*	*Honorary*
William Anderson McTeer	Maryville	1872–1925	
Calvin Alexander Duncan	Harriman	1872–1875 1878–1933	
William Leonidus Brown	Philadelphia	1883–1922	
Edgar Alonzo Elmore	Knoxville	1889–1927	
William Robert Dawson	Knoxville	1890–1934	
John Samuel Eakin	Knoxville	1891–1946	
John McKnitt Alexander	Maryville	1892–1942	
Robert Lucky Bachman	Jonesboro	1896–1921	
John Beaman Minnis	Knoxville	1897–1923	
John Baxter Creswell	Knoxville	1900–1949	
James Addison Anderson	Knoxville	1901–1921	
Thomas Nelson Brown	Maryville	1901–1936	
Samuel Tyndale Wilson	Maryville	1902–1944	
Robert Isaacs Gamon	Asheville, N. C.	1904–1943	
James Martin Trimble	Chattanooga	1904–1923	
Newton Wadsworth Cadwell	Atlantic City, N. J.	1906–1936	
John Calvin Crawford	Maryville	1907–1949	
Thomas Judson Miles	Knoxville	1907–1948	

Director	*Residence When First Elected*	*Period of Service*	*Honorary*
John C. Ritter	Loudon	1907–1935	
Henry Seymour Butler	Huntsville, Ala.	1908–1923	
Woodward Edmund Finley	Marshall, N. C.	1908–1927	
James Moses Crawford	Knoxville	1909–1921	
Samuel O'Grady Houston	Knoxville	1909–1957	1957–1958
Moses Houston Gamble	Maryville	1910–1934	
J. Ross Stevenson	Princeton, N. J.	1911–1939	
David Gourley Wylie	New York, N. Y.	1911–1930	
William Edwin Minnis	New Market	1912–1950	
Fred Lowry Proffitt	Maryville	1913–1943	
John Riley Lowry	Knoxville	1914–1923	
John Grant Newman	Philadelphia, Pa.	1915–1956	
Joseph McClellan Broady	Birmingham, Ala.	1917–1951	
William Alexander Lyle	Dandridge	1917–1940	
Morgan Llewellyn	Chattanooga	1919–1920	
William Leonard McEwan	Pittsburgh, Pa.	1919–1937	
Lewis Hopkins Spilman	Knoxville	1919–1939	
Roy Ewing Vale	Knoxville	1919–1958	1958–1959
John Morgan Wooten	Cohutta, Ga.	1920–1932	
Horace Cady Wilson	Knoxville	1921–1929	
Howard Anderson	Fountain City	1921–1923	
Alexander Brabsom Tadlock	Knoxville	1923–1926	
John Milton Pitner	Knoxville	1923–1928	
Milton Wilbur Brown	Cincinnati, O.	1923–1957	
Hugh McCall Tate	Knoxville	1923–1938	
Frank Healy Marston	Cincinnati, O.	1924–1933	
William Love McCormick	Philadelphia, Pa.	1924–1941	
Arthur Evan Mitchell	Knoxville	1926–1956	
Robert Harvey Hooke	Maryville	1927–1928	
James Lewers Hyde	Walnut, N. C.	1927–1948	
Clifford Edward Barbour	Knoxville	1928–1965	1965–
J. Willison Smith	Philadelphia, Pa.	1928–1942	
John Henry Webb	Maryville	1928–1945	
James Gilbert Mason	Metuchen, N. J.	1929–1935	
Ralph Waldo Lloyd	Maryville	1930–1961	1961–
Elmer Everett Gabbard	Chattanooga	1932–1950	
Thomas McCroskey	Knoxville	1934–1950	
Loren Edgar Brubaker	St. Augustine, Fla.	1934–1945	
Frank Moore Cross	Birmingham, Ala.	1934–1960	
John Vant Stephens, Jr.	Alliance, Ohio	1934–1964	
Clyde Terelius Murray	Maryville	1935–1959	1959–1962
Theron Alexander	Knoxville	1936–1948	

Director	*Residence When First Elected*	*Period of Service*	*Honorary*
Frederick H. Hope	Elat, Cameroun, Africa	1936–1946	
Robert M. Stimson	Chattanooga	1936–1946	
Nellie Pearl McCampbell	Knoxville	1938–1957	1957–
Clemmie Jane Henry	Maryville	1938–1957	1957–
Joe Caldwell Gamble	Maryville	1939–	
Robert J. Maclellan	Chattanooga	1940–1956	
Charles R. Erdman	Princeton, N. J.	1940–1955	
William Barrow Pugh	Philadelphia, Pa.	1942–1950	
Charles Edgar Cathey	Nashville	1943–1958	
Stuart Nye Hutchison	Pittsburgh, Pa.	1943–1958	
Ernest Koella	Maryville	1943–1944	
Roscoe Dale LeCount	Birmingham, Ala.	1943–1965	
John Hamish Gardner, Jr.	Baltimore, Md.	1945–1961	
F. Edward Barkley	Knoxville	1945–1957	1957–1967
Herman Lee Turner	Atlanta, Ga.	1945–1962	1962–
Chester Fred Leonard	Sneedville	1946–1952	
Hugh Rankin Crawford	Maryville	1946–1957	1957–1963
Harrison Ray Anderson	Chicago, Ill.	1946–1958	
James L. Getaz	New York, N. Y.	1946–1958	1958–1965
Donald A. Spencer	Chattanooga	1947–1961	
John Nevius Lukens	Birmingham, Ala.	1948–	
Albert Madison Brinkley, Jr.	Maryville	1949–1954	
Albert Dubois Huddleston	Maryville	1949–1958	1958–
Inez McLucas Moser	New York, N. Y.	1949–1964	
William Wood Duff	Nashville	1950–1959	
James Hayden Laster	Milan	1950–	
Margaret Shannon	New York, N. Y.	1951–1964	
Edward L. R. Elson	Washington, D. C.	1951–	
George Henry Vick	Charleston, W. Va.	1952–1968	
Joseph J. Copeland	Knoxville	1952–	
David Wilson Proffitt	Maryville	1954–1962	1962–
Francis White Pritchard	Maryville	1955–1961	
Glen Alfred Lloyd	Chicago, Ill.	1955–1966	1966–
Edwin Jones Best	Maryville	1956–	
Harold Gordon Harold	Memphis	1956–	
Earl Winston Blazer	Maryville	1957–	
Lea Callaway	Maryville	1957–1964	
Lillias H. Dale	Columbia	1957–1965	1965–
Daisy A. Douglas	Weirsdale, Fla.	1957–1963	1963–
W. Glen Harris	Birmingham, Mich.	1957–	
Thomas I. Stephenson, Jr.	Alcoa	1957–1964	

Director	*Residence When First Elected*	*Period of Service*	*Honorary*
Paul Floyd Jones	Knoxville	1958–	
Russell Arnold Kramer	Knoxville	1958–	
Robert Barr Stewart	Chattanooga	1958–	
Edwin Adkisson Shelley	Knoxville	1959–	
James Ward King	Maryville	1959–	
Robert James Lamont	Pittsburgh, Pa.	1959–	
John Magill	Abington, Pa.	1959–	
Joseph William Sullivan, Jr.	Knoxville	1959–	
William Garnett Walker	Lebanon	1960–	
Edward Brubaker	Englewood, N. J.	1961–	
Raymond V. Kearns, Jr.	Columbus, Ohio	1961–	
Herman Everett Spivey	Knoxville	1961–	
William A. Mitchell	Atlanta, Ga.	1962–	
Lois Brown Murphy	Maryville	1962–	
James S. Hall II	Knoxville	1962–	
Neil McDade	Chattanooga	1963–	
Richard W. Riggins	Knoxville	1963–1967	
John C. Page, Jr.	Knoxville	1964–	
Algie Sutton	Greenville, S. C.	1964–	
Julian Johnson	Philadelphia, Pa.	1965–	
James N. Proffitt	Maryville	1965–	
Margaret M. Flory	New York, N. Y.	1965–	
William L. Murray	Harrisburg, Pa.	1965–	
Samuel M. Nabrit	Houston, Texas	1965–1966 1968–	
Mildred J. Langston	Rumson, N. J.	1966–	
Jack D. McSpadden	Birmingham, Ala.	1966–	
Roy J. Fisher	Maryville	1968–	
Harold Blake Walker	Evanston, Ill.	1968–	

Appendix C Officers of the Board of Directors

Chairmen	*Years Served*
Isaac Anderson	1819–1857
John Joseph Robinson	1857–1861
Thomas Jefferson Lamar	1865–1869
Peter Mason Bartlett	1869–1887
William Harris Lyle	1890–1905
Edgar Alonzo Elmore	1906–1927
William Robert Dawson	1927–1932
Samuel O'Grady Houston	1932–1953
Joe Caldwell Gamble	1953–
Recorders	
Robert Hardin	1824–1826
William Eagleton	1826–1827
Samuel Pride	1827–1861
Ralph Erskine Tedford	1865–1876
Gideon Stebbins White Crawford	1876–1891
Benjamin Cunningham	1891–1914
Fred Lowry Proffitt	1914–1943
John Calvin Crawford	1944–1949
Joe Caldwell Gamble	1949–1953
Clemmie Jane Henry	1953–1962
Edwin Jones Best	1962–
Treasurers	
James Berry	1819–1833
William Wallace	1833–1864

Treasurers	*Years Served*
John P. Hooke	1865–1884
William Anderson McTeer	1884–1900
Benjamin Cunningham	1900–1914
Fred Lowry Proffitt	1914–1943
John Calvin Crawford (Acting)	1944–1948
Paul Willard Henry	1948–1954
Clemmie Jane Henry (Acting)	1954–1955
Sidney Evans Hening (Acting)	1955–1956
Daniel Frank Layman	1956–

Appendix D Twenty-Five-Year Officers, Faculty, and Staff

Name and Last Position	*Dates*	*Years of Service*
Ernest Chalmers Brown, Engineer	1910–1961	51
Margaret Catherine Wilkinson, M.A., Associate Professor of French	1919–	(50)
Edwin Ray Hunter, Ph.D., Professor of English	1918–1967	49
Edgar Roy Walker, M.A., Associate Professor of Mathematics and Physics	1909–1955	46
George Dewey Howell, M.S., Professor of Chemistry	1922–1968	46
Susan Green Black, M.A., Professor of Biology and Chairman of the Division of Science	1906–1950	44
Nita Eckles West, B.A., B.O., Associate Professor of Dramatic Art	1899–1901 1904–1912 1914–1947	43
Fred Albert Griffitts, Ph.D., Professor and Chairman of the Department of Chemistry	1925–1968	43
Thelma Hall, R.N., Nurse, College Infirmary	1927–	(42)
Ralph Wallace Irwin, Night Watchman	1917–1957	40
Jasper Converse Barnes, Ph.D., Professor of Psychology and Education and Dean Emeritus	1892–1931	39
Horace Eugene Orr, M.A., Professor of Religion and Philosophy and Chairman of the Division of Bible, Religion, and Philosophy	1919–1958	39
Eulie Erskine McCurry, M.S., Supervisor of Men's Residence	1920–1959	39

Name and Last Position	*Dates*	*Years of Service*
Gertrude Elizabeth Meiselwitz, M.S., Professor of Home Economics	1925–1964	39
Celia Rough Wrinkle, Assistant to the Treasurer	1915–1953	38
Jessie Sloane Heron, M.A., Associate Professor of English	1919–1957	38
Lombe Scott Honaker, B.A., Professor of Physical Education, Chairman of the Division of Physical Education and Athletics, and Director of Athletics	1921–1959	38
Mary Ellen Caldwell, B.A., Dean of Women	1893–1897 1904–1936	36
Callie Cox McCurry, Assistant in the Treasurer's Office	1929–1965	36
Fred Lowry Proffitt, B.A., Treasurer	1908–1943	35
Edmund Wayne Davis, M.A., Professor of Greek and Latin and Secretary of the Faculty	1915–1950	35
Jessie Katherine Johnson, M.A., Associate Professor of English	1932–1967	35
Robert Thomas Hutsell, Engineer	1934–	(35)
Viola Mae Lightfoot, B.A., Registrar	1934–	(35)
Margaret Susanna Ware, Dietitian and Manager of the Dining Hall	1934–	(35)
Almira Elizabeth Jewell, M.A., Assistant Professor of History	1911–1945	34
Clemmie Jane Henry, Director of Student-Help and Administrative Secretary	1918–1952	34
Evelyn Norton Queener, Assistant Professor of Physical Education for Women	1925–1959	34
Elizabeth Hope Jackson, Ph.D., Professor and Chairman of the Department of English	1935–	(34)
Jane Bancroft Smith Alexander, M.A., Associate Professor of English	1883–1885 1892–1893 1904–1934	33
Elizabeth Benedict Hall, Matron of College Infirmary	1926–1958	32
Frank DeLoss McClelland, M.S., Dean Emeritus and Assistant to the President	1937–	(32)
Horace Lee Ellis, M.A., Librarian	1898–1900 1914–1943	31
Verton Madison Queener, Ph.D., Professor of History and Chairman of the Division of Social Sciences	1927–1958	31
Thomas Jefferson Lamar, M.A., Professor of the Greek Language and Literature and of Sacred Literature	1857–1887	30

Name and Last Position	*Dates*	*Years of Service*
Kathryn Romig McMurray, B.S., Manager of College Maid Shop	1920–1949	29
Jessie Eleanor McCorkle, Assistant in the Treasurer's Office	1929–1958	29
David H. Briggs, Ph.D., Professor and Chairman of the Department of Psychology and Education	1936–1965	29
Ralph Thomas Case, Ph.D., Professor and Chairman of the Department of Sociology	1939–1968	29
Margaret McClure Cummings, M.R.E., Assistant Professor of Bible and Christian Education	1940–	(29)
John Arthur Davis, M.A., Associate Professor of Physical Education	1940–	(29)
Katharine Currie Davies, Mus.M., Professor of Music and Chairman of the Department of Fine Arts	1936–1964	28
Nancy Boulden Hunter, B.A., Secretary to the President	1936–1964	28
Lyle Lyndon Williams, Ph.D., Professor of Biology	1936–1963	27

Appendix E February Meetings Leaders 1877–1969

All were ministers and most held doctor's degrees,
but only years and names are given here
(In alphabetical order)

Harrison Ray Anderson	1939, 1944
Nathan Bachman	1877, 1878, 1884, 1885, 1893, 1896, 1903, 1907
Clifford E. Barbour	1938, 1942, 1948
William Thaw Bartlett	1912, 1916, 1921, 1925
Samuel Ward Boardman	1889, 1890
Lewis Andrew Briner	1964
Joseph M. Broady	1913, 1917, 1922, 1926
Edward Brubaker	1957, 1962
Frank H. Caldwell	1945
Joseph P. Calhoun	1909
E. A. Cameron	1906
Joseph W. Cochrane	1914
Joseph J. Copeland	1954, 1959
John M. Davies	1886
Ralph Marshall Davis	1933
William R. Dawson	1901
Solomon C. Dickie	1899
George M. Docherty	1965
William M. Elliott	1943, 1950, 1955
Edgar A. Elmore	1888, 1892, 1895, 1900, 1905, 1911, 1915, 1919, 1924

Louis H. Evans	1936, 1940, 1961
William Hiram Foulkes	1932
John H. Gardner, Jr.	1947
James R. Hine	1958
Walter A. Holcomb	1904
William B. Holmes	1908
Thomas Franklin Hudson	1963
Raymond V. Kearns, Jr.	1960
Ganse Little	1966
Ralph Waldo Lloyd	1928, 1931
Donald McDonald	1880, 1882, 1897
George C. Mahy	1914
Frank H. Marston	1918, 1923, 1927
Howard Moody Morgan	1937, 1941, 1949, 1953
K. Arnold Nakajima	1964
William T. Rodgers	1910
Luther E. Stein	1946, 1951
George E. Sweazey	1952, 1956
William Taliaferro Thompson	1935
William J. Trimble	1887, 1894, 1898, 1902
Mel Trotter	1920
Roy Ewing Vale	1930, 1934
John M. Vander Meulen	1929

Note: A changed pattern brought four or more leaders each year in 1967, 1968, and 1969: 1967—James D. Glasse, William E. Cole, John T. Fry, and George E. Todd; 1968—John E. Cantelon, Lisa Sergio, D. T. Niles, and four Presbyterian and Reformed Church Moderators, Eugene Smathers, Marshall C. Dendy, Harold J. Schut, and Raymond Burroughs; 1969 (projected)—James H. Robinson, Raymond H. Swartzbach, and V. Bruce Rigdon.

Appendix F Chronicle of Buildings and Facilities on Present Campus

Designation	*Year Completed*	*Function*	*Source of Funds*
Residence (Burned-Rebuilt 1904)	1868	Professor	William Thaw
Anderson Hall	1870	Instruction	Thaw-Baldwin-U. S. Govt.
Baldwin Hall	1871	Dormitory (Women)	Thaw-Dodge-Baldwin
Memorial Hall	1871	Dormitory (Men)	Thaw-Dodge-Baldwin
Lamar Memorial Library	1888	Library	Thaw-Mrs. Dodge-Mrs. Willard
Willard Memorial	1890	Residence (President's to 1951)	Mrs. Sylvester Willard
Fayerweather Annex-Anderson Hall	1892	Instruction	Fayerweather Bequest
Heating Plant (1st)	1893	Steam Heat	Fayerweather Bequest
Fayerweather Science Hall Burned 5-23-1999	1898	Instruction	Fayerweather Bequest
Boardman Annex-Baldwin Hall	1898	Dining Hall and Dorm.	Gifts from North
Bartlett Hall	1901	YMCA and Gymnasium	Kin Takahashi Campaign
Electric Light Plant	1901	Campus Electricity	Miscellaneous
Second Annex-Baldwin Hall	1904	Dining Hall and Dorm.	Miscellaneous
Elizabeth R. Voorhees Chapel	1906	Chapel and Music	Mr. & Mrs. Ralph Voorhees

Designation	*Year Completed*	*Function*	*Source of Funds*
Ralph Max Lamar Memorial Hospital	1910	College Infirmary	Mrs. T. J. Lamar
Pearsons Hall	1910	Dormitory (Women and Dining Hall)	Dr. Daniel K. Pearsons
Carnegie Hall	1910	Dormitory (Men)	Andrew Carnegie and Others
Pearsons—3rd and 4th Stories	1912	Dormitory (Women)	Louis H. Severance
Fayerweather Hall-3rd Story	1913	Instruction	Anonymous Donor
Swimming Pool	1915	Physical Education	Campaign
Carnegie Hall (Burned-Rebuilt)	1916	Dormitory (Men)	Insurance and Local Campaign
The House in the Woods	1917	Chaplain's Residence	Anonymous Donor
Thaw Hall	1922	Instruction and Library	Mrs. William Thaw
Alumni Gymnasium	1923	Physical Education	Alumni
Tennis Courts	1932	Varsity Teams	Miscellaneous
Morningside	1932	Residence (President's from 1951)	Mrs. John Walker
College Cemetery Rehabilitation	1933	Limited College Use	Mrs. Walker, Dr. Stevenson
Dairy Farm (buildings later)	1934	College Dairy	T. N. Brown, J. W. Brown
Pearsons Annex	1935	Dining Hall	Miscellaneous
Amphitheater (College Woods)	1935	Outdoor Performances	Mrs. John Walker
College Gates (North and South)	1936	Two Campus Entrances	Classes '17 & '28
College Gate (West)	1938	Campus Entrance	Mrs. John Walker
The Steps	1938	West Corner Entrance	Class of '30 Mrs. John Walker
Heating Plant (2nd)	1939	New Plant—New Site	Miscellaneous
Voorhees Chapel Burned	1947		
Intramural Gymnasium	1947	Physical Education	U. S. Federal Works Agency
Office Annex	1947	Offices	U. S. Federal Works Agency
Student Center	1948	Student Center	U. S. Federal Works Agency

Designation	*Year Completed*	*Function*	*Source of Funds*
Fine Arts Center	1950	Music-Art Instruction	Mr. & Mrs. Glen A. Lloyd
Heating Plant Capacity Doubled	1951	Campus Heating System	Miscellaneous
Honaker Field	1952	Football Stadium	Miscellaneous
Samuel Tyndale Wilson Chapel	1954	Chapel and Theatre	Campaigns and Insurance
Carnegie Hall Rehabilitation	1958	Dormitory (Men)	Federal Housing Loan
Margaret Bell Lloyd Residence	1959	Dormitory (Women)	Campaign and Federal Housing Loan
Pearsons Hall Rehabilitation	1959	Dormitory (Women)	Federal Housing Loan
Memorial Hall Rehabilitation	1959	Dormitory (Men)	Federal Housing Loan
New Steam Lines	1959	Campus Heating System	Miscellaneous
Fine Arts Center—Art Wing	1961	Art Instruction	Mr. & Mrs. Glen A. Lloyd
Fine Arts Center—Band House	1961	Music Instruction	Mr. & Mrs. Glen A. Lloyd
Residence Hall (No. 1)	1966	Dormitory (Women)	Federal Housing Loan
Residence Hall (No. 2)	1966	Dormitory (Women)	Federal Housing Loan
Residence Hall (No. 3)	1966	Dormitory (Men)	Federal Housing Loan
Baldwin Hall Removed	1968		
Sutton Science Center	1968	Instruction	Sesquicentenniel Campaign; Mr. & Mrs. Algie Sutton; Federal Grant

Appendix G Alumni Citations 1961–1968

Awarded each Commencement by Maryville College to alumni selected by a joint College and Alumni plan, on the basis of their outstanding achievement and service

Name	*Class*	*Year of Citation*
Raymond Floyd Anderson	1926	1967
Herrick R. Arnold	1923	1964
Robert Melvin Arnold	1940	1967
Earl Winston Blazer	1930	1961
Ruth Gamble Bosworth	1923	1967
Ernest Chalmers Brown	1913	1968
George Brandle Callahan	1920	1968
Mary Kate Lewis Duskin	1920	1962
John Hurt Fisher	1940	1963
Paul H. Fox	1938	1965
Mary Sue Carson Going	1929	1966
John Albert Hyden	1914	1966
Julian Johnson	1927	1961
George C. Kent, Jr.	1937	1962
Lloyd H. Langston	1913	1964
Reba Millsaps Lowry	1928	1966
Dan Mays McGill	1940	1962
Wilson McTeer	1925	1963
David Samuel Marston	1929	1967
Clifford T. Morgan	1936	1966

Name	*Class*	*Year of Citation*
Rose Wilcox Pinneo	1943	1968
Leland Shanor	1935	1965
Sue Way Spencer	1928	1965
Richard Edgar Strain	1931	1962
Roy A. Taylor	1931	1964
Leland Tate Waggoner	1938	1968
George D. Webster	1941	1963
Lamar Wilson	1921	1968
Nathalia Wright	1933	1964

Appendix H The Constitution of the Southern and Western Theological Seminary 1819

Adopted by the Synod of Tennessee, Presbyterian Church in the U. S. A., on October 19, 1819, and amended in 1821 (Article 28), 1823 (Article 5), and 1851 (Articles 10 and 13). The original document was as follows:

1. This Seminary shall receive its location and commencement by the direction of the Synod of Tennessee.

2. The members of synods and presbyteries who may choose to cooperate with the Synod of Tennessee in building up this Seminary and promoting its interests shall be entitled to all the rights and privileges of the members of the Tennessee Synod.

3. There shall be thirty-six directors chosen by the synods and presbyteries under whose care the Seminary shall be at the time, who shall on their nomination be divided into three classes. Two-thirds of each class shall be ministers and one-third laymen, one of which classes shall go out of office annually, and their places be supplied by a new election at the annual meeting of the Synod of Tennessee.

4. All elections shall be by ballot.

5. The directors shall meet on the first day of January, 1820, at the Seminary, and afterwards according to their own adjournments; and when convened in this manner twelve shall be competent to transact business.

6. One-third of the whole number of directors shall be laymen in the full communion of the Presbyterian Church, and two-thirds, ministers of the Presbyterian Church in good standing.

7. It shall be the duty of the directors to superintend and manage the concerns of the institution, to appoint agents to solicit donations and aid, to attend the semiannual examinations in the Seminary either in person or by a committee of their own body, and to report the state and progress of the Seminary at each annual meeting of the Synod of Tennessee.

8. The treasurer and the recording secretary for the Seminary shall be chosen by the directors, and shall hold their offices during good behavior.

9. Of Professors. The professors shall be ordained ministers of the Presbyterian Church, not under thirty years of age, in good standing and of good report, men of talents and learning.

10. The professors shall be chosen by synods, presbyteries, and individuals connected with the Seminary, and may serve during good behavior.

11. The duties of the professors shall be to hear the classes recite, and to deliver lectures to the classes at the times and in the manner prescribed by the directors.

12. There shall be two sessions in the year, and at the end of each the professors shall hold a public examination before the directors.

13. The summer session shall commence on the first day of May and continue to the fifteenth day of September; the winter session shall commence on the first Monday of November and continue to the end of March.

14. No man shall be eligible as a professor until he shall declare his hearty approbation of the articles of the Confession of Faith, and the Presbyterian mode of Church Government.

15. Of the Courses. This shall be the Greek Testament and the Hebrew Bible, Jewish Antiquities, Sacred Chronology, Biblical Criticism, Metaphysics, Didactic and Polemic Theology, Church History, Church Government, Composition and Delivery of Sermons, and the Duties of the Pastoral Care.

16. The students shall be divided into not less than three classes in prosecuting the studies of these branches, as the directors may think best.

17. The number of the professors and the respective branches which they shall teach shall be determined by the synods and presbyteries connected with the Seminary.

18. The individual ministers of the Presbyterian Church who wish to promote the interests of this institution and whose synods and presbyteries do not, shall have equal rights and privileges with the members of the Tennessee Synod when present at their sessions.

19. In Metaphysics, Locke's Essays shall be read; and, as preparatory to the student's writing on didactic theology, he shall read and be examined on some well-chosen elementary works which most clearly illustrate and defend the doctrines contained in our Confession of Faith.

20. After the student begins to write on didactic theology, it is recommended that he consult Doddridge, Ridgley, and others.

21. The professor of didactic theology shall deliver lectures on the System of Divinity in such a manner that he shall finish the course in the time prescribed; and every student shall write and read an essay or sermon on each distinct subject.

22. The synods and presbyteries shall fix the salaries of the professors.

23. Of Funds. There shall be two funds, the one permanent and the other contingent. The permanent fund shall be supplied by lands, money, or bank

stock, the interest of which only shall be used; the contingent fund, by donations and contributions.

24. The contingent fund shall be used to defray the expenses until the permanent fund shall yield an interest sufficient for that purpose.

25. The form of a devise shall be as nearly the same with that used by the General Assembly for the Theological Seminary at Princetown as the nature of the case will conveniently admit.

26. No part of this plan shall be altered unless proposed a year before, and finally carried by two-thirds of the Synod, or by an unanimous vote when the amendment is proposed.

27. Of Students. No student shall be admitted into this Seminary whose moral and religious character is not well-certified, and who does not give evidence of a saving change of heart and of his being a regular member of some church.

28. Young men of other Christian denominations, of good moral and religious character, shall be admitted into the Seminary on the same principles, and be entitled to the same privileges, as students of our own denomination.

29. Before young men can enter this Seminary, they shall produce a diploma from some college, or submit to be examined by the professors on a course of literature.

30. No student shall be considered as having gone through the course of the Seminary in less than three years.

31. No measures shall be used to enforce the doctrines taught in the Seminary on the students, except argument and evidence; nor shall the students be subject to censure or any abridgement of privileges for their sentiments unless they deny the doctrines of three coequal, coessential, and coeternal persons in the Godhead, the total moral depravity of man, the necessity of regeneration by the Holy Spirit, the eternity of future rewards and punishments, and the divinity and humanity of the Lord Jesus Christ, or any one of them.

32. The inspired volume is professedly regarded by all denominations of Christians as the infallible rule of faith and practice. Most denominations agree in the general respecting the essentials of religion; yet their views are different on many important and interesting subjects of divinity. We rejoice that all have liberty to teach that system which is most agreeable to their views of the Book of God. It is our right and privilege to do the same. We as Presbyterians have adopted a Confession of Faith which we honestly believe contains the system of truth and grace taught in the Bible. Therefore the doctrines taught in this Seminary shall be the system taught in the Confession of Faith of the Presbyterian Church, and such doctrines only as are at agreement with that system.

Appendix J The Charter of Maryville College As Amended and Codified

Originally granted by the General Assembly (Legislature) of the State of Tennessee, through an Act passed January 14, 1842, and amended from time to time by the State.

Introductory Note

Maryville College was founded in 1819 under the name "The Southern and Western Theological Seminary," but it was chartered by the State of Tennessee in 1842 under the name "Maryville College." Amendments to the Charter have been granted from time to time. In the amendment of December 1, 1941, "such provisions of the original Charter as continue to be in effect and the effective amendments thereto" were "so summarized as to cause the rights, powers, and privileges of said Charter and amendments to be codified into one single document for the general and legal use of the corporation."

Original Charter—1842

"An Act to incorporate a literary Institution at the town of Maryville, in Blount County, to be styled the Maryville College.

"Whereas, Sundry individuals in the State of Tennessee and elsewhere, have for the laudable purpose of advancing education, and promoting learning in the State, contributed funds to the amount of between fifteen and twenty thousand dollars, with a part of which, lots in the town of Maryville, and land adjacent, have been purchased, and suitable buildings erected thereon; and whereas a regularly organized Institution of learning, has been in operation about twenty years in said town, under a board of directors, and now possessing a library of upwards of six thousand volumes, and a respectable chemical and philosophical apparatus, and has sent forth several hundred alumni, many of whom are now the ornaments of the different learned professions, and some of them members of the National and State Legislatures, Wherefore to give the Directors the power necessary to further the beneficent views of the founders:

"Section 1. Be it enacted by the General Assembly of the State of Tennessee, That the present board of directors be, and they are hereby, constituted a body politic and corporate, by the name and style of the directors of Maryville College, at Maryville, and shall have perpetual succession, and a common seal, and that they and their successors, by the name aforesaid, shall have, and they are hereby invested with all legal powers and capacities to buy, receive, possess, hold, alien, and dispose of any property for the use and benefit of the institution, and for no other use or purpose whatsoever, and may sue and be sued, plead and be impleaded in any court whatever, and to do whatever may by them be deemed necessary for the advancement of general literature in said Institution.

"Sec. 2. Be it enacted, That a majority of said directors shall constitute a board to transact any business of the institution, and shall have full power and authority to elect a President, and such professors, tutors and other officers in said college as they may deem necessary, to fix their salaries, and to make such by-laws, rules and regulations, as in their opinion may be expedient or necessary: Provided, such by-laws, and regulations, are not inconsistent with the constitution and laws of the United States or of this State.

"Sec. 3. Be it enacted, That the estates and funds already acquired and such as may be hereafter possessed shall be and remain for the use of said college and for the advancement of learning in said Institution, and shall not be diverted to any other use or purpose.

"Sec. 4. Be it enacted, That the President and professors of said college, with the advice and consent of the board of directors, shall have full power and authority to confer on any student in said college or any other person, the degrees of Bachelor of Arts, Master of Arts, or any other degree known and used in any college or University in any of the United States.

"Sec. 5. Be it enacted, That no misnomer or misdescription of said corporation, in any will or deed, gift, grant or demise, or any other instrument of contract or conveyance, shall vitiate or defeat the same, but that the same shall take effect in like manner as if said corporation were rightfully named: Provided it be sufficiently described to ascertain the intention of the parties."

(Sec. 6 and Sec. 7 omitted here because later superseded.)

Amendment—1845

"An Act to amend an act, entitled 'An Act to incorporate a Literary Institution at the town of Maryville, in Blount county, to be styled the Maryville College.'

"Section 1. Be it enacted by the General Assembly of the State of Tennessee, That eight Trustees shall constitute a quorum for the transaction of business, except in the enactment of bye-laws, when a majority of the whole shall be required, and a majority of the Trustees shall have power to fill vacancies in their own body: Provided, That no appointment, so made by said Trustees, extend beyond the close of the next ensuing session of the annual meeting of the Synod of Tennessee, and said next Synod shall have power to fill all vacancies, and designate the term of service of said Trustees according to the usage and custom of said Institution prior to its incorporation." (Sections 2, 3, and 4 omitted here because later superseded.) "Passed November 12, 1845."

Amendment—1883

"We the undersigned, comprising the Board of Directors of Maryville College, apply to the State of Tennessee, by virtue of the general laws of the land for the purpose of investing said Corporation with the power as specified and provided in the Act of the General Assembly of Tennessee entitled 'An Act to provide for the organization of Corporations,' approved March 23, 1875, as follows:

"The general powers of said Corporation shall be to sue and be sued by the corporate name; to have and use a common seal which it may alter at pleasure; if no common seal, then the signature of the name of the Corporation, by any duly authorized officer, shall be legal and binding; to purchase and hold, or receive by gift, bequest, or devise, in addition to the personal property owned by the Corporation, real estate necessary for the transaction of the corporate business, and also to purchase or accept any real estate in payment or in part payment, of any debt due to the Corporation, and to sell the same, to establish by-laws, and make all rules and regulations, not inconsistent with the laws and constitution, deemed expedient for the management of corporate affairs; and to appoint such subordinate officers and agents, in addition to a President and Secretary or Treasurer, as the business of the Corporation may require, designate the name of the office, and fix the compensation of the officer.

"The Corporation shall have the power to increase the number of Directors or Trustees; to regulate the mode and manner of appointment of the same, on expiration of terms of service; to regulate the number, duties, and manner of election of officers, either actual or ex-officio; to appoint executive agencies, and to pass all other by-laws for the government of said Institution, as may be required by the denomination establishing the same: Provided, said by-laws are not inconsistent with the constitution and laws of this State. The term of all officers may be fixed by the by-laws; the said term not, however, to exceed three years. All officers hold over until their successors are duly elected and qualified.

"The general welfare of society, and not individual profit, is the object for which this Charter is granted, and hence the members are not stockholders in the legal sense of the term, and no dividends or profits shall be divided among the members. The members may at any time voluntarily dissolve the Corporation by a conveyance of its assets and property to any other Corporation, holding a Charter from the State for purposes not of individual profit, first providing for corporate debts. Witness our hands the 12th day of November, A.D., 1883."

("Amendment obtained November 19, 1883, and accepted and adopted by the Board of Directors, December 29, 1883.")

Amendment—1941

Now, Therefore, in consideration of the premises, and pursuant to the resolution adopted by The Directors of Maryville College in their stated Spring Meeting, held on the fourth day of June, A.D., 1941, at Maryville, Tennessee, and especially pursuant to Section 2 thereof, the corporate name of this corporation is hereby changed from "The Directors of Maryville College" to "Maryville College," and said corporation, under its new name, shall be entitled to all the rights and privileges as have heretofore been possessed by said corporation under its former name.

State of Tennessee
Department of State

I, Joe C. Carr, Secretary of State of the State of Tennessee, do hereby certify that the annexed Instrument with Certificate of Acknowledgment was filed in my office and recorded on the 28th day of November, 1941 in Corporation Record Book P-25, page 24.

In Testimony Whereof, I have hereunto subscribed my Official Signature and by order of the Governor affixed the Great Seal of the State of Tennessee at the Department in the City of Nashville, this 28th day of November, A.D. 1941.

(Seal)

JOE C. CARR
Secretary of State

State of Tennessee
County of Blount

Register's Office

Received for record the first day of December, A.D. Nineteen Hundred and Forty-One, at 10:30 o'clock A.M.; noted in Note Book I, page 218 and recorded in Charter of Incorporation Book, Volume 3, page 1.

Witness my hand.
R. C. Parkins
Register of Blount County
By Tressie Everett, D.R.

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COLOPHON

The text of this book is set in Linotype Garamond Number 3, a type based on the designs of Claude Garamond. The display type is Palatino, designed by Hermann Zapf and aptly named for the Italian scribe. The printing is by Kingsport Press, Inc., on Warren's Olde Style Antique wove paper, and the binding cloth is from The Columbia Mills. The design of the book is by Gary Gore.

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Ralph Waldo Lloyd was President of Maryville College from 1930 to 1961, and has been President Emeritus since 1961. His relationships to the College have included also those of student, alumnus, director, and honorary director. He graduated there in 1915 and at McCormick Theological Seminary, Chicago, in 1924, and is an ordained minister of the United Presbyterian Church in the U. S. A. Between college and seminary he was successively on the faculty of Westminster College, Salt Lake City, a World War I field artillery officer, and a junior executive in industry. Between seminary and his return to Maryville he was pastor of churches in Indiana, Illinois, and Pennsylvania.

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MARYVILLE COLLEGE
1819 1969
SESQUICENTENNIAL

Continued from front flap

thirty-one years covers a fifth of the College's whole life, is eminently qualified to write this history. Dr. Lloyd has set down in clear perspective the elements of providential guidance, courageous leadership, good fortune, misfortune, and diverse influences which have molded the institution.

The first chapter traces the College's modest beginnings and early growth, its near destruction by the Civil War, its precarious rebirth, its slow but steady development, and its eventual emergence as a liberal arts college of stature and stability. Fifteen chapters review and interpret different phases of the College's life and service, under such titles as The Influence of Geography, Ownership and Control, The Curriculum, The Faculty, Religious Life and Program, Racial Integration, Extracurricular Activities, A 150-Year Financial Report. The final chapter looks at historic emphases, current trends, and future plans as the College approaches its Sesquicentennial. Nine appendixes contain important data as to names, dates, and facilities, and some historic documents. More than a hundred pictures are grouped into five sections. Some of these facts and events, such as those in the chapter on Racial Integration, have not been previously published.

This volume, with its wealth of historical information and its reappraisal of the elements basic to Christian education, represents a valuable contribution not only to the institution it portrays but to the entire field of higher education in America, particularly to that of the church-related college.